The Engineering Early College Academy

COVER SHEET

CHARTER SCHOOL INFORMATION

Proposed Charter School Name: The Engineering Early College Academy
Proposed School Location (city/town): Providence
Contact person name: Mr. Rudolph Moseley Jr.
District: Providence
Mailing Address: 35 Red Cedar Lane
City/State/Zip: North Providence 02904
Telephone: 401-580-2654
FAX:
EMAIL: rudymoseley@aol.com
Indicate the grade level(s) of the proposed charter school: 9-12

For which type of charter are you applying? Complete the related information sheet that follows and see the list of Attachments for required letters of support.)

☐ District
X Independent
Name of Sponsoring Agency: West Elmwood Housing
Contact information: Sharon Wells 224 Dexter Street Providence, RI 02907 (401) 453-3220
☐ Mayoral Academy

Indicate if the proposed school will contract with an education service provider: No

PROJECTED STUDENT ENROLLMENT

MAXIMUM ENROLLMENT when fully enrolled: 400
Projected Student Enrollment 1st year: 100
Projected Student Enrollment 2nd year: 200
Projected Student Enrollment 3rd year: 300
Projected Student Enrollment 4th year: 400
Projected Student Enrollment 5th year: 400

Teacher/Student Ratio at full enrollment: 1:15
Identify the district(s) from which the school will draw students: Providence

	11/30/2012
Signature of Contact Person Rudolph A Moseley Jr., M.Ed.	Date
Affiliation Author/Designer/Operator	

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Executive Summary

The Mission of the Engineering Early College Academy (EECA) is to prepare urban learners of all backgrounds and abilities to excel in all subjects, especially in engineering, math, science, and technology, empowering them to go on and succeed in college. The EECA will be an early college high school that offers a one-of-a-kind opportunity for Providence students to excel academically and succeed in their goal of graduating from college. A distinguishing characteristic of the students at EECA will be the student's, "WE Go To College" mindset.

The Engineering Early College Academy will be located in Providence, RI as an Independent Charter School and will work in partnership with the University of Rhode Island. This will be an early college program that will not only result in the completion of the high school diploma but also with the completion of two years of college studies. With the focus on Engineering, this school will help students that are underrepresented in college in particular gain access to rigorous course work which will eventually lead to a greater likelihood of college entrance and successful degree completion. This school will also help our nation address the ever increasing need for more math and science students available to reignite and preserve our national interest as a leader in engineering, math and science. The college readiness literature has shown that at the college level there are many students who begin as engineering majors. However due to a lack of preparation from high school many of them are unable to handle the rigors of the college level coursework and find themselves switching majors thus increasing the need for more engineers.

The Engineering Early College Academy will be open to enrollment for students from Providence and will serve students in grades nine (9) through twelve (12). West Elmwood Housing is the sponsor of the Engineering Early College Academy. The mission of the West Elmwood Housing Development Corporation is to promote the development of healthy, sustainable communities. They fulfill this mission in part by investing in the diverse people who live in, work in and support the community they serve. The West End, where they focus their work, is a low-income community and low-income people face enormous challenges to obtaining a college education, which is a critical opportunity for their futures. It is the belief that this academy will help students from the community develop the "WE Go To College" mindset and break the cycle of generational poverty.

The overall curriculum will focus on rigorous content that is complex and both personally and emotionally challenging for students. The EECA students will complete a course of study that will satisfy and exceed the proficiency based graduation requirements of the Rhode Island Department of Education. Students will take assessments regularly and in multiple ways. Assessments will include the NECAP/PARCC assessments. The EECA students will also earn college credit towards an Associate or Baccalaureate degree while still in high school. As a result the participating students' academic progress to post

secondary degree completion is accelerated. Families will also save money and students will have the opportunity for entry into high-skill careers.

The Director will be responsible for the operation and management of the school, with oversight from the Board of Directors. The Board will approve the school's annual budgets and receive monthly financial reports. The founding group is confident that significant outside funding can be raised to supplement local and state revenue as needed.

SECTION I—MISSION STATEMENT

Mission Statement

The Engineering Early College Academy (EECA) will prepare urban learners of all backgrounds and abilities to excel in all subjects, especially in engineering, math, science, and technology, empowering them to go on and succeed in college.

The EECA is an early college high school that offers a one-of-a-kind opportunity for Providence students to excel academically and succeed in their goal of graduating from college. A distinguishing characteristic of the students at EECA will be the student's, "WE Go To College" mindset.

SECTION II—STATEMENT OF NEED

College Readiness Crisis

Many research studies have identified that the performance of many poor non-white children, especially those who live in the urban areas, are far behind their rich white peers in college readiness (Kuh G., Kinzie J., Buckley J., 2006). This is evidenced by the gaps that continue to grow in terms of which groups continue to obtain college degrees. The gaps exist at every academic level. According to an ACT 2006 report only 21% of African Americans are high school graduates, and only 33 percent of Hispanics with annual incomes below $30,000 have college reading skills. Underrepresented college students have lower odds of completing high school and enrolling in college (Kuh G., Kinzie J., Buckley J., 2006).

The issue of poor college readiness is evident across the country due to the number of college freshmen that are required to take remedial courses. The 2008 U.S. Department of Education report, states that 21% of all entering freshmen reported taking at least one remedial course (Berkner, L., Choy, S., Hunt-White, T., 2004). According to Conley, college readiness has an operational definition as the level of preparation – without remediation – in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program (Conley 2007). The fact that students have to take remedial courses at the beginning of their college career puts them in jeopardy of not completing their degree due to financial aid restrictions. Students that need financial aid to complete their degrees that have to take remedial courses find themselves running out of financial aid to cover all of their courses prior to graduation. As a result many low income and minority students find themselves unable to complete their degrees because of their poor college preparation prior to entering college.

Why do we need an Early College High School?

A postsecondary education is essential for financial and personal freedom in today's economy. A four-year college graduate earns two-thirds more than a high school graduate does. An Associate's degree translates into earnings significantly higher than those earned by an individual with a high school diploma alone. National statistics on the progression of students from high school to college illustrate why it is imperative to better connect and integrate secondary and postsecondary schooling. For example:

- Young people from middle-class and wealthy families are almost five times more likely to earn a two- or four-year college degree than those from low-income families.
- For every 100 low-income students who start high school, only 65 will get a high school diploma and only 45 will enroll in college. Only 11 will complete a postsecondary degree. (Source: JFF analysis of 1988-2000 data from the National Educational Longitudinal Study for students from the lowest-income SES quintile.)
- High school graduates from poor families who score in the top testing quartile are no more likely than their lowest-scoring, affluent peers to attend college. The former enroll at rates of 78 percent; the latter at 77 percent. (Source: Advisory Committee on Student Financial Assistance 2001.)
- Nearly half of our nation's African-American students and nearly 40 percent of Latino students attend high schools in which graduation from high school is not the norm. In the nation's 900 to 1,000 urban "dropout factories," completing high school is a 50:50 proposition at best. (Source: Robert Balfanz & Nettie Legters. 2004. Locating the Dropout Crisis—Which High Schools Produce the Nation's Dropouts? Where Are They Located? Who Attends Them? Baltimore: Johns Hopkins University.) According to the U.S. Department of Commerce (2009), disparities in college enrollment persist by race and ethnicity as well. In 2008, 72 percent of recent white high school graduates were enrolled in college, 64 percent of Latinos, and 56 percent of African-Americans.

Such data calls for radical interventions to increase the number of low-income and young people of color gaining postsecondary credentials. Clearly, bold education policies and practices are needed to ensure that more young people earn the postsecondary credentials that are crucial to their individual economic security and to the viability of our nation's economy.

The Providence Public School Department is the largest school district in the state serving approximately 24,000 students, and serves the majority of all minority children in the state of Rhode Island. The mission of the Providence Public Schools is to prepare all students to succeed in the nation's colleges and universities and in their chosen profession. Despite Providence's mission to prepare students for college, the dropout rate for the Providence Public School Department is 26% and the graduation rate is 69%. According to the National Student Clearinghouse about 55% of the students who graduate enroll in college. According to the same source, approximately 77% of these students return for their second year. (Providence Public Schools, 2010, p. 25) Providence Public Schools has been collecting this data for the past ten years.

STEM Crisis

"Today, only 14 percent of all undergraduate students enroll in what we call the STEM subjects – science, technology, engineering, and math. We can do better than that. We must do better than that. If we're going to make sure the good jobs of tomorrow stay in America, we need to make sure all our companies have a steady stream of skilled workers." Barack Obama, June 14, 2011.

According to the US Department of Education in the US, 1% of college undergraduates receive degrees in science, compared to 38% in South Korea, 47% in France, 50% in China, and 67% in Singapore. This phenomenon is due to the Leaky STEM Pipeline. According to the NCES Digest of Education Statistics; Science and Engineering Indicators (2008), in 2001 there were more that 4 million 9th graders nationally. Four years later, 2.8 million of them graduated from high school and 1.9 million went on two a two or four year college. However there were only 1.3 million of them that were ready for college work. There were fewer than 300,000 that majored in a STEM related field and only 167,000 of them graduated in 2011.

Providence Public School students struggle in the area of science. According to the 2012 NECAP Science Summary Report of Administration and Results prepared by the Office of Research Planning and Accountability in PPSD; eighty-eight percent of Providence students who took NECAP science were below proficient. That same year in the eleventh grade only 11% of students were proficient on the NECAP Science exam.

Solution

The Engineering Early College Academy will offer a four-year course of study to high school students from Providence. Students will have the opportunity complete two years of college study while in high school. Students will take honors and Advanced Placement (AP) courses in the ninth and tenth grades. In grades eleven and twelve the students will take college courses with undergraduate college students taught by college professors. Students and academic advisers will build course schedules to meet individual student needs and high school graduation requirements.

Early college high schools blend high school and college in an academically rigorous yet supportive environment that allows students the opportunity to earn a high school diploma and two years of college credit toward a Bachelor's degree—tuition free. There are many benefits to early college programs. According to Janice Bell Ollarvia a former principal and NASSP Professional Development Specialist, students that participate in early college programs are encouraged to stay in school and graduate. They learn study skills and other habits related to college success. They also gain confidence by doing college-level work, and learn to see themselves as "college material." They furthermore experience a rigorous college curriculum, providing a more seamless transition between high school and college.

The Community College Research Center states that Early College programs foster strong collaborations between a high school and a college or university (and often, supporting business partner. The CCRC also states that students who participate are more likely to enroll in college—and more likely to enroll in a 4 year college--than their non-participating peers. Participation is positively related to: improved college grade point averages; persistence to a second year of college and Credit accrual. *(Community College Research Center)*

The Engineering Early College Academy proposed curriculum concentrations will include biomedical engineering, civil engineering, and computer engineering. In addition to core courses, ninth- and tenth-grade students will select from a wide variety of service-learning activities that provide enriching experiences and foster leadership, service and collaboration. Additionally, students will have opportunities to intern with local businesses. The business community has expressed support in this arena as they face increased difficulty in locating qualified applicants for STEM-related jobs.

SECTION III—ACCOUNTABILITY

Educational Performance Goals / Academic achievement

Goal 1: 100 percent of students attending the Engineering Early College Academy will fulfill all RIDE Graduation Requirements.

- Complete at least 20 courses including 4 English, 4 Math, 3 Science, 3 Social Studies and 6 Electives including Physical Education, Health, Arts and
- Technology
- Comprehensive Course Assessments
- Exhibition (Sr. Project, Capstone, etc.)
- Minimum Level of performance on the state assessment (NECAP/PARCC)

Goal 2: 100 percent of student graduating from the Engineering Early College Academy will have achieved an associate degree or will continue their education to achieve and associated degree and/or successful transfer to a four year college.

- Beginning in the junior year 90 percent of junior students will be placed into a program-level course at the University of Rhode Island based on the SAT/ACT exam.
- 5 percent of graduating students will have earned and associates degree by 2018; that percent will increase by 5 percent each subsequent year.

Goal 3: 100 percent of students attending the Engineering Early College Academy will identify the school as a caring and supportive environment with high expectations.

- 60 percent of students will respond "agree or strongly agree" to the climate questions on the High School Survey of Student Engagement (HSSSE). Every other year beginning in the spring of the first year the percentage will increase by 5 percent each year the test is administered.
- 60 percent of the school will respond "agree or strongly agree" on the school's student survey in the spring of the opening year; the percentage will increase by 5 percent each year thereafter.

Organizational viability

Goal 4: By 2013 the Engineering Early College Academy will identify long-term viable funding.

- The school will identify grant opportunities and increase business partnerships to supplement the annual budget.
- By 2014 and additional 10 percent of the annual budget will be secured through grants and other opportunities.
- By 2016 and additional 10 percent of the annual budget will be secured through grants and other opportunities.

Goal 5: By 2018 the Engineering Early College Academy will reach its enrollment goal of 400 students, with enrollment consistently reflecting the target population identified in the mission statement.

- The school will track the number of students who apply, are accepted and enrolled beginning in the fall of 2014; each of these categories will increase by 10 percent each subsequent year until enrollment capacity has been met.

Goal 6: The Engineering Early College Academy will consistently recruit and retain highly-qualified secondary and post-secondary faculty.

- 85 percent of the secondary faculty will be retained annually.
- 100 percent of the secondary and postsecondary faculty will participate in job-embedded professional development.

Goal 7: Parents, business, and community organizations will play a major role in the support, advocacy, and sustainability of the Engineering Early College Academy.

- By 2016, 100 percent of the students will participate in business/ community internships
- By 2016, 100 percent of the students will have tutors/mentors established through business and community partnerships
- Business/ community partners will establish student scholarships by 2016.
- Business/ community partners will participate in grant collaboration opportunities by 2016
- 60 percent of parents will respond "agree or strongly agree" on a parent survey in the spring of 2015. The percentage will increase by 10 percent each subsequent year.

SECTION IV—EDUCATIONAL PROGRAM

1. Educational Philosophy

The Engineering Early College Academy founding group has adopted the Early College High school Initiatives' Core Principles as their philosophy and adheres to the following core beliefs and values on education. The Engineering Early College Academy founding group's educational philosophy reflects the schools mission statement "to prepare urban learners of all backgrounds and abilities to excel in all subjects, especially in engineering, math, science,

and technology, empowering them to go and succeed in college." With the principle and value statements listed below the EECA's founding group is confident that students from underrepresented populations will develop confidence in the area of STEM and develop a college going mindset. The value statements also reflect a commitment to the diverse needs of students.[1]

Core Value 1: The Engineering Early College Academy (EECA) is committed to serving students underrepresented in higher education.

- The EECA will recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners.

- The Academy will recruit students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are overage and under credited).

Core Value 2: The Engineering Early College Academy has a Shared Vision of success for all students.

- The EECA students, parents, staff, higher education and community partners share a vision of common success for all students. They value learning and are intentional about the career choices they put before young people. The schools vision will be regularly reinforced and revised as parents and community partners support student learning through internships mentoring and advocacy.

Core Value 3: The Engineering Early College Academy believes in Accelerated Career Preparation.

- The EECA students will earn college credit towards associate or baccalaureate degree while still in high school. As a result the participating students' academic progress to post secondary degree is accelerated. Families will also save money and students will have the opportunity for entry into high-skill careers.

Core Value 4: The Engineering Early College Academy values Small Personalize Learning Environments

- The EECA will not exceed 400 students. The EECA will be a small autonomous school where students, teachers, professors, parents, and community members develop close working relationships to support learning. Students will receive regular career counseling and support. High school and college services, resources and facilities will be available and welcoming to students including laboratory areas arts facilities academic support centers, information resource libraries and technology.

Core Value 5: The Engineering Early College Academy believes in a culture for learning.

[1] Early College Initiative Jobs for the future core principles
http://www.jff.org/sites/default/files/ECHSI_Core_principles.pdf

- The EECA's founding members believe that encountering the rigor depth and intensity of college work at an earlier age inspires students. The consistent focus of the school will be on quality construction. The curriculum is language rich and reinforces literacy development. The curriculum engages students in active inquiry. The purpose of the practice and repetition is always clear students. There are ongoing opportunities for students to demonstrate in-depth understanding and application of their knowledge. The schedule provides time for students to work on high level learning.

Core Value 6: The Engineering Early College Academy is focused on outcomes

- The EECA students will demonstrate adequate academic progress through multiple measures of performance such as standardized test, formative assessments portfolios, and real-world tasks. Teachers are certified in their fields and have attained mastery of their academic disciplines; professors work with teachers and attend collaboratively to students needs. Shared professional development enables teachers, professors and other staff to continually reflect upon their practice, improve instruction and student learning and expand on their own learning.

Core Value 7: The Engineering Early College Academy believes in Respect and Responsibility

- At the EECA expectations are clearly established for admission and for the standards and quality of work required in order for students to begin college level courses, gain college credit, and demonstrate mastery. With faculty adviser approval, all students formulate an academic plan commit to it and assume growing responsibility for their own learning. For the partner institution a formal letter of agreement articulates the vision of the school and the college and community partners for student success as well as roles and responsibility of each partner.

Core Value 8: The Engineering Early College Academy believes that technology is a vital tool.

- The EECA recognizes that becoming proficient with technology helps students in school and positions them for success in future career. Technology is used for teaching and learning for communicating among students, teachers, staff and community partners and for creating high quality products.

Provide research, including explicit citations, on this educational philosophy that demonstrates it may improve the academic performance of the anticipated student population and its diverse needs.

Two theories were used to inform the design, and educational philosophy described in this prospectus. The first theory reviewed for this endeavor is Bandura's Social Learning

Theory. As Bandura [2](2006) states, "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." Social Learning Theory states that people learn from each other resulting in a change in behavior. The interaction can be the result of observation, imitation, and modeling. The Early College Initiative exposed students to college level work and the college environment. The program is designed in this way so that students could see what behaviors are necessary for success in the college environment.

The second theory is Tinto's model for institutional departure. As stated by Young and Redinger [3](2001), "Tinto's (1987) model of institutional departure is based on academic and social integration. The greater the amount of integration, the greater the probability of retention" (p.3). Tinto states that students depart from college for three reasons: academic difficulties, inability of individuals to resolve their occupational or educational goals, and the inability of the individual to become or remain incorporated in the intellectual and social life of the institution (Tinto, 1993). The Early College Program exposes students to college level work and the college environment. The program is designed in this way so that once students arrived on the college campus as college students they would be able to ingrate and be successful.

Social Learning Theory

Social Learning Theory states that human behavior is influenced by a three-way relationship between cognitive factors, environmental influences, and behavior. According to Bandura (1997), "Social learning theory approaches the explanation of human behavior in terms of a continuous reciprocal interaction between cognitive, behavioral, and environmental determinants" (pg, 1). In a study by Howard, T. (2003) there was three factors that influenced college aspirations of students involved in the study: parents, teachers and counselors, and students' own personal view of their college aspirations. Parents and schools are responsible for creating an environment for a student to be prepared for college and to see themselves as capable of going to college.

As stated by Abbot (2011) Social Learning Theory focuses on the learning that occurs in a social context. The theory is based on the belief that people learn from each other in a variety of ways. The ways in which people learn from each other include observational learning, imitation, and modeling.

Bandura states that the modeling process has several steps. The steps in the process include: attention, retention, reproduction, and motivation. In order for learning to take place for an individual who is observing a modeled behavior, the individual must pay attention to the features of the desired behavior. Once an individual has paid attention to the desired behavior they must retain what they have observed. Humans store these observed behaviors in the form of mental images or verbal descriptions. After individuals have retained the observed behavior they must have the ability to reproduce the action. Individuals must convert the mental images and verbal descriptions into appropriate actions. According to Bandua, a person's ability to reproduce a behavior improves with

[2] Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W.H. Freeman.

[3] Young, D, Redlinger, L. (2001), Modeling Student Flows Through the University Pipelines: University of Texas at Dallas.

practice. Finally in order for a person to reproduce a behavior there must be a motivating factor. These motivating factors act as incentives for the person to reproduce these desired behaviors.

According to[4] Ormrod's Human Learning (1999), there are four general principles for Social Learning Theory. Abbot states that:

1. People can learn by observing the behaviors of others. The can also learn from observing the effect of the behavior as well.
2. Learning can occur without a change in behavior.
3. Cognition plays a role in learning.
4. Social learning theory is often viewed as the bridge between behaviorist learning theories and cognitive learning theories.

Bandura suggested that the environment plays a role in reinforcing modeling of behavior. He suggests several ways that this may happen. First the observer is reinforced by the model. For example a student who studies more to fit into a certain group of students will be accepted by the group and thus reinforced by the group. Second the observer is reinforced by a third person. For example a student may be modeling the behavior of an outstanding student in the class or school. A teacher may observe the student displaying this behavior. The teacher may compliment the students for their behavior, thus reinforcing that behavior. Third, the behavior imitated can lead to reinforcing consequences. For example a student may observe another student requesting more challenging problems in a math class. The student may observe how the student who made the request enjoys working on the more challenging problems. The student requests more challenging problems as well and experiences the same enjoyment and satisfaction. Finally, consequences of the observed behavior affect the observer's behavior vicariously. For example in a school students are rewarded for showing a particular behavior. When other students witness the behavior and the reward for the behavior they themselves begin to show the behavior [5](Abbot 2011).

According to Bandura, learning occurs when individuals are exposed to various experiences in the social environment. As discussed earlier learning occurs as a result of observing and modeling behavior. When an individual has an opportunity to observe an effective model it gives the individual an opportunity to internalize skills that can be useful in a future setting. Conversely when an individual observes and ineffective model they are at a disadvantage when he or she gets to a future setting that requires then to possess and be able to apply certain advanced skills [6](Burney, 2008).

Tinto's Theory of Departure

Tinto's theory of departure has been used by many institutions to understand why students depart from college. Tinto states that students depart from college for a number of

[4] Ormrod, J.E. (1999). Human learning (3rd ed.). Upper Saddle River, NJ: Prentice-Hall

[5] Abbot, L (2011), Social Learning Theory, Retrieved on September 12, 2011 from http://teachnet.edb.utexas.edu/~Lynda_abbot/Social.html

reasons however he identifies three major reasons for the departure: academic difficulties, the inability of individuals to resolve their educational and operational goals, and their failure to become or remain incorporated in the intellectual and social life of the institution [7](Torpy, E, 2011).

Tinto's model of Institutional departure is based on Van Gennep's anthropological "Rites of Passage" model. In this model Van Gennep states that when a person is moving from one community to another there are three phases: separation, transition, and incorporation. In Tinto's model in order for student to persist, students must separate from the group with which he or she were formerly associated, such as family members and high school peers, go through a period of transition "during which the person begins to interact in new ways with the members of the new group into which membership is sought and then adopt the values and behavior of the new group which in this case would be college" (Tinto 1993, p.93). Tinto updated his theory in 1987 to include a longitudinal model of persistence that takes into account extra and intra campus variables, see figure 1. In order, for students to continue to persist ,they need integration from a variety of different sources either internal and external campus variables: academic performance, faculty, and student interactions, extracurricular activities and peer -group interaction.

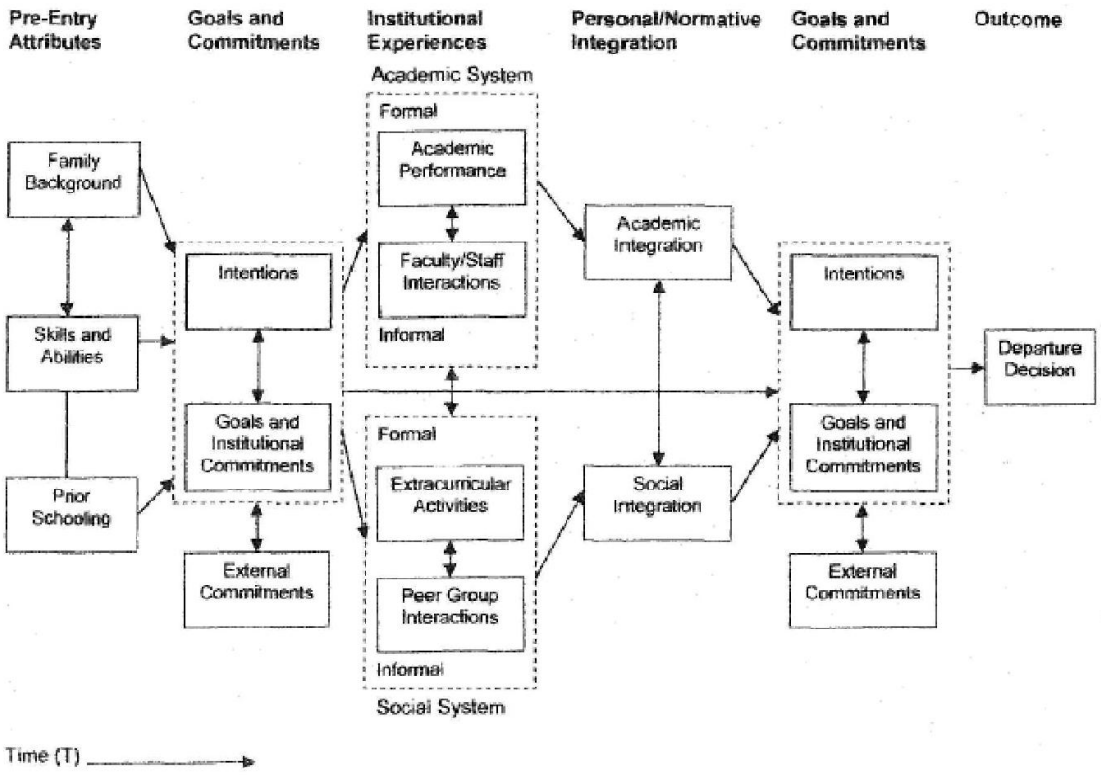

Figure 1. Tinto's longitudinal model of student departure (Tinto, 1975)

These variables also contribute to the ability of the student to integrate both academically and socially on the college campus. Tinto proposes that the academic and

[7] Torpy, E, (2011) Tinto's Theory Retrieved on September 12, 2011 from http://etorpy.com/Tinto.htm

social integration are complimentary but independent processes. Academic integration represents a student's ability to comply with the academic expectations to achieve passing grades. It is also the ability of the student to adjust to academic norms of the institution. For example the school of mathematics values math over music. Social integration represents the student's ability to adjust to the social environment of the institution. For example a student must find the social environment of the school acceptable to his or her own personal preferences. The ability of the student to do this is heavily influenced by the student's background, ambitions, and values. (Kuh, G.,, Kinzie, J., Buckley, J., Bridges, B., Hayek, H., (2006), p11)[8]. Tinto proposed that with an increase in academic and social integration the student will have a greater commitment towards the goal of graduation (Bean 1983).

According to Tinto each student enters college with a variety of experiences. These experiences range from family and community backgrounds, and personal attributes such as sex, race, and ethnicity. Students also enter with varying academic experiences that have influenced a student's motivation toward an intellectual goal. These experiences have also influence students' self images and aspirations toward an intellectual goal.

Schools must create environments for students where they are exposed to curriculum and instructional practices that are challenging. These environments will give students the opportunity to develop these advanced academic skills that are required for success in college [9](Conley, 2001; Conley, 2006; Dounay, 2006a; Dounay, 2006b).

According to Kirst, first year college students often feel overwhelmed by the academic demands of college. This is largely because that they have not been exposed to very rigorous curriculum in high school. This feeling of being overwhelmed leads too many not returning for their second year. According to the National Student Clearinghouse about 55% of the students who graduate from Providence Public Schools enroll in college. According to the same source, approximately 77% of these students return for their second year. Providence Public Schools has been collecting this data for the past 10 years. The mission of Providence Public Schools is to prepare all students to succeed in the nation's colleges and universities and in their chosen profession. Over the past 10 years there have been a large number of students who have been lost and have not made it to their high school graduation. There have also been a large number of students who did not return to college for their second year.

Early College Programs give students the opportunity to experience and observe skills for success in a college environment. An Early College program is described as one where high school students are given the opportunity to take college classes for credit while being enrolled in high school. The idea is that by gradually exposing students to the demands of college, students can observe and learn the behavior needed to be successful in the college environment. [10](Kirst et al., 2003) "Dual enrollment programs are also viewed as

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[8] Kuh, G.,, Kinzie, J., Buckley, J., Bridges, B., Hayek, H., (2006). What Matters to Student Success: A Review of the Literature National Post Secondary Perspective.

[9] Conley, D. T. (2007), Redefining college readiness, Volume 3. Eugene, OR: Educational Policy Improvement Center. Retrieved from https://www.epiconline.org/files/pdf/RedefiningCR_Vol3.pdf

[10] Kirst, V., Antonio, A. L. (2003). Betraying the college dream: How disconnected K-12 and postsecondary education systems undermine student aspirations. Stanford, CA: Stanford University, Bridge Project.

a strategy for keeping high school students, who might otherwise be disinterested in school and in danger of dropping out, engaged and motivated" (Hill, 2008, p. 4)[11]

Relevance of the theoretical framework to the problem of practice

The intent of dual enrollment programs is to impact the skills and dispositions of students so that they are much more likely to persist and be successful in college. When students, have the opportunity to participate in a dual enrollment program they have the opportunity to develop the academic and social skills that are needed for success in a post-secondary environment. Dual enrollment programs that involve collaboration between the university instructors and teachers increase the probability that the experience that students will have will be closely aligned to the experience in college. Students that have the opportunity to participate in dual enrollment programs also have fewer adjustment issues once they get to the post secondary environment because of the experience. In some communities dual enrollment programs serve as the vehicle to give students the opportunity to begin both academic and social integration. As Bandura states, people learn from observation. As a result students who participate in these programs have an opportunity to observe, retain, and reproduce the skills that are necessary for success at the post secondary level.

Bandua's Social Learning Theory states that people learn from each other resulting in a change in behavior. The interaction can be result of observation, imitation, and modeling. Tinto's model for institutional departure. "Tinto's (1987) model of institutional departure is based on academic and social integration. The greater the amount of integration, the greater the probability of retention" (Young D., Redlinger L. 2001). The Engineering Early College Academy will introduce students to college level work and the college environment. The program is designed in this way so that students could see what behaviors are necessary for success in the college environment. The program is also designed in this way so that once students arrive on the college campus as college students they would be able to ingrate and be successful.

1. Curriculum and Instruction

Based on the exploration of Early College High School models the founding group created a rough framework for the overall curriculum, instruction and flexible scheduling to be further developed during the next few months.

The overall curriculum will focus on rigorous content that is complex and both personally and emotionally challenging for students. The EECA students will complete a course of study that will satisfy and exceed the proficiency based graduation requirements of the Rhode Island Department of Education. A prescribed set of courses at each grade level nine through twelve will form the core of the high school component of the curriculum.

A block schedule will be employed by the school allowing students to take up to eight courses per semester. The EECA will adopt the College Board's Spring Board Curriculum for grades 9 and 10 for math and ELA. Students will also have access to AP and honors courses for the other academic areas. The Spring Board Curriculum is a proven curriculum that is aligned to the Common Core to prepare students for AP classes and post secondary course work.

[11] Hill, E., (2008) Rhode Island Pathways through College Executive Summary

SpringBoard fully supports these outcomes for both English language arts and mathematics. SpringBoard curriculum materials support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success in college level work as well as in the workplace
- Incorporating appropriate rigor that challenges students by requiring them not only to apply concepts and skills, but also to explain the thinking behind their applications of knowledge
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating learning strategies that help students "learn how to learn"
- Integrating content that addresses key strengths found in current state standards; the rigor of the curriculum fully meets and often exceeds the expectations of key state standards

Phi Delta Kappa Stamp of Quality[12]

SpringBoard's claims about the quality and rigor of its products have been validated by an independent source. The Curriculum Management Audit Center of Phi Delta Kappa International recently completed an audit of the SpringBoard English language arts and mathematics curriculum materials. The following quotes are from PDK's highly-skilled auditors:

"Overall, the auditors found the SpringBoard program to include a high quality curriculum, with aligned and robust assessments and exemplary models of instructional practices. Professional development was also found to be of high quality, and it modeled the SpringBoard instructional practices within its delivery to teachers and administrators."

"The auditors found that the program integrates many simulated, real-life activities that are both pertinent to today's world and applicable in a wide variety of contexts. This increases the likelihood that the materials are preparing students for their future professional environment. Another aspect of this preparation is the degree to which students are engaged in critically evaluating different perspectives and approaches and are working cooperatively with one another. These are key skills for the future workplace, and the increase the likelihood students will be able to function in a diverse, challenging environment."

"All the components deemed necessary for a quality written curriculum are present in the materials. The teacher's editions were very strong in suggesting effective teaching strategies and student activities, and all activities were very student-centered and rigorous. The auditors found that the materials were strongest in allowing for different learning styles

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and interests within the classroom and in facilitating problem-solving and critical thinking…."
"Students who complete the SpringBoard program will have a substantively greater likelihood to be successful in post-secondary environments."

Engineering Pathway

Careers in science and technology are growing rapidly. The curriculum and instructional strategies will be permeated with a focus on science technology engineering and math which will support not only the academic and career success of the EECA students, but also the economic future of Rhode Island.

Sequences of career courses will be referred to as career pathways which begin in high school and extend to advanced studies at the University level. Entry into a Pathway and a sequence of courses taken will be individualized based upon the interest and ability of each student and the courses available. Table 2 below illustrates a student's possible program of study in high school and possible Pathway at the University.

Table 2
High School

Grade 9		Grade 10	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
PE/Health	*English 9	*English 10	Honors or AP English 11
*Algebra or *Geometry	*Geometry or *Algebra 2	AP Algebra 2 or AP Pre - Calculus	AP Pre- Calculus or AP Calculus
Biology	Chemistry	Physics	AP Environmental Science
World Language	PE/Health	AP World	AP US History
Online/ Summer World Language	Online/ Summer Art/Music	Online/ Summer Computer	Online/ Summer AP Modern World

*Springboard curriculum

Sample University Pathway
Grade 11

Semester 1				Semester 2			
College English	College English	College Science	College Math	College Science	College Math	College World Language	College Humanities OR Internship
ENGL 100 Ideas and Their Expressions	ENGL 431 American Literature I	CHEM 101 Concepts AND CHEM (Lab)	MATH 141 Calculus I OR MATH Alg. & Trig	PHYSICS 203	MATH 142 Calculus II OR MATH Alg. & Tri. II	World Language	Humanities Internship TBD

Summer EGR 105

Grade 12

Semester 1				Semester 2			
College Science	College Math	College World Language	Internship	College English	College English	College Science	Internship
*GEO 103	Math 243 Intro to Probability & Statistics	World Language	TBD	ENGL 101 Ideas and Their Expression II	ENGL 220 English Literature I	CVE 220	TBD
**BIO 121 Biology Concepts OR CHEM 107 General Chemistry & CHEM 117 (lab)	Math 243 Intro to Probability & Statistics	World Language	TBD	ENGL 101 Ideas and Their Expression II	ENGL 220 English Literature I	BIO 242 Biology OR Concepts CHEM 108 Chemistry Lab	TBD
***CSC 211 Intro to Computer Engineering	Math 243 Intro to Probability & Statistics	World Language	TBD	ENGL 101 Ideas and Their Expression II	ENGL 220 English Literature I	CSC 212	TBD

Summer EGR 106

PATHWAYS
* Architectural, Chemical, Civil, Electrical, Industrial, Mechanical
** Biomedical Engineering
*** Computer Engineering

Instruction

The Engineering Early College Academy's instructional methods are aligned with Rhode Island's Basic Education Program Standards.

The springboard curriculum emphasizes higher-order thinking skills that challenge students to aim higher and achieve more. The curriculum is designed to help students personalize and own their learning. The curriculum also encourages self-exploration and the application of learning strategies that work best for students as individuals.

For teachers the spring board curriculum embeds Pre-AP and AP teaching and learning strategies inside the curriculum. The curriculum is designed to provide specific guidance for differentiating instruction for students at varying learning levels. Teachers also have access to high-quality, ongoing professional development that supports successful classroom implementation.

Bridge academy prior to high school. For incoming ninth graders, The Engineering Early College Academy will offer an intensive four-week academy of accelerated instruction in math and language arts. The program will culminate with the college readiness assessment. The EEAC will use the test results to help plan accelerated, pre-AP, and AP coursework and the supports that lead students into earning college credits before graduation.

Limited English Proficiency

EECA students who are learning English will be provided with opportunities to learn grade-level content while developing their listening, speaking, reading, and writing skills in English. Students will be taught learning strategies through applying their prior knowledge to help solve new problems, using higher level thinking skills and self monitoring their own learning. The school will hire one full time ELL specialist in its first two years. The school will hire an additional specialist for the third year and beyond. The school will adopt the immersion model so students will be fully immersed in English speaking classes. ELL students will receive additional support in after school, during summer and through online programs.

Learning Disabilities

Students that have been diagnosed with learning disabilities will have an Individual Education Plan (IEP), a written agreement between the parents and the school about what the student needs and what will be done to address those needs. The staff will use the Response to Intervention Model (RTI) to determine the supports needed by students. In accordance with IDEA, IEP's will be drawn up by the EECA educational team and must include the student's present levels of academic performance, annual goals for the student, short-term instructional objectives related to the annual goals, special education and related services that will be provided and the extent to which the student will participate in regular education programs, plans for starting the services and the anticipated duration of services, appropriate plans for evaluating, at least annually, whether the goals and objectives are being achieved, and transitions for older students. The school will hire one full time Special Education Teacher in its first two years. The school will hire an additional Special Education Teacher for the third year. Students with an IEP will receive additional support in after school, during the summer and through online programs.

The Engineering Early College Academy teachers will all be highly qualified in their content area as defined by the Rhode Island Department of Education and will take part in professional development with the College Board for both the Spring Board, Advance Placement Curriculum and best practice techniques for working with English Language Learners and Special Education Students. All of the teachers in the school will be evaluated using the RI Evaluator Model. Teachers will need to show progress on their student learning objectives annually. Student academic performance on course work, end of course assessments, AP exams, college work and state testing will provide more information about teacher proficiency.

Teachers have an incredible responsibility. Research is clear that an effective teacher can change the course of a student's life. The RIDE Evaluator Model will be used to support continuous improvement by supporting educators by giving clear, continuous and standards based feedback in the following areas:

- Professional Practice
- Professional Responsibilities
- Student Learning

The Engineering Early College Academy will consider students achievement, student needs and school goal implementation and success for determining and designing

professional development. Professional development will be data driven and research based. All teachers will receive professional development in the Spring Board and AP programs.

Students will experience an exceptional level of support at the EECA, which is committed to building an inclusive, personalized learning environment that nurtures students and supports success. A series of structures are built into the school to provide an exceptional level of support.

Orientation

The process of building a relationship with the school will begin during the application process. After they are accepted, students will be invited to attend a student-parent orientation where they will hear about the mission of the school, its culture, and its academic program.

At the beginning of their freshman year, students will participate in Early College Camp, where they will meet classmates, teachers, counselors, and administrators, participate in a variety of cooperative games and group discussions: tour the University of Rhode Island Kingston campus; and revisit some of the important aspects of being a member of the EECA. They will complete an interest survey, which will be compiled into an individual student profile. Based on the profile, the students will identify a few individuals that they would like to have as an Advisor, from which one will be chosen.

Advisor/Advisee Program

A major element in the integrated system of academic and support services of the EECA, this is a unique program that is designed to foster deep engagement and self- motivation among students in an environment of respect, personal responsibility, and expectation of high academic achievement. Every EECA staff member-initially the teachers, counselor, and director-will serve as Advisor for a small cohort community, in which students will develop and nurture positive academic and social relationships with their peers and receive consistent one-on-one guidance during their four years in high school. The advisors will be advocates for their advisees within the EECA and on the college campus, as well as important liaisons for ongoing communication with parents. They will be responsible for creating an environment that fosters open conversation regarding any obstacles that are interfering with student success.

The goals of the Advisor/Advisee Program are to create a culture in which students, staff, and parents work together to achieve student growth and success; guide and support students in setting goals and developing Personal Educational Plans every year; support students as they gain academic and social confidence and sense of self-worth through successive steps of educational achievement and positive, productive social interaction; improve students' skills in decision-making, problem-solving, and higher- order thinking help students solve problems as they arise; and help students explore career interests in preparation for transition to college and a productive career.

The school schedule will allow for advisors to meet with their cohort several times a week and with each of their advisees individually at least once a month. In addition to completing the interest profile and developing personal learning plans,

other academic activities that might take place during the Advisor/Advisee period include course selection, discussion of academic and career options, academic ethics, and exploration of financial aid opportunities. Time management tools, interpersonal communication skills, leadership development activities are personal development topics that might be included. Advisors also might share personal hobbies or passions with their cohort.

Student Advisory Council

Students will develop leadership skills in this group, which will be a forum for improving the school. In the early days of the school, this group might help select the school's mascot and represent it during recruiting visits. Possible programs include a buddy system to help new students navigate the EECA. They will also plan other extra-curricular activities and social occasions.

E-Mentors

College faculty and staff will be recruited to provide additional support for EECA students. E-Mentors will be assigned based on student interest profiles and career interests. E- Mentors will meet personally with their high school students twice a semester and will keep in touch with them electronically once a week during the first semester of the freshman year. Once the EECA student begins college-level courses on the college campus, E-Mentors will meet more often with their students and will be able to provide academic advice.

Internships

Working closely with their Advisors and the school counselor, every student will participate in community-based experiences, including field experiences that develop knowledge, understanding, and appreciation of cultures different from the students' own; service learning; and internships, one each in the 11th and 12th grades, paired with a concurrent course focused on supporting and enhancing the internship as well as developing academic, workplace, and career concepts and self-reflection.

University of Rhode Island advisor

A special admission counselor, academic advisor, and financial aid officer will be identified to work specifically with the EECA. To develop an understanding of the systems and culture of EECA, they will participate in professional development along with the school's staff. This core team of advisors will be available to ease the transition of EECA students from high school to college life, to assist with course selection and progression toward a degree. When EECA students have selected a college program of study, they will be assigned to the appropriate academic program advisors at the college, in order to assure that they are placed into the correct courses to complete the degree/program.

Discipline

The Engineering Early College Academy will have high expectations for student behavior and conduct. Students will bear a high level of responsibility for conducting themselves respectfully and appropriately. The Engineering Early College Academy

founding group envisions a school culture and educational atmosphere characterized by a intellectual curiosity, enthusiasm for achievement, educational excellence, and respect. The Engineering Early College Academy founding faculty will develop a discipline policy and code of conduct based on review of exemplary policies at other Rhode Island secondary schools and in accordance with state laws. The discipline policy shall adhere to all relevant public school standards including applicable Rhode Island General Laws, Supreme Court decisions, decisions of the Commissioner of Education and Board of Regent's policies.

The school's code of conduct will outline a set of guidelines, rules and repercussions designed to guarantee a safe and secure environment for all students. It will reflect the Engineering Early College Academy culture and ensure that all students exhibit respect for themselves, others and their school.

The code of conduct will be written and assembled by the Board of Directors and the school administrators. Students and parent/guardians will have the opportunity to participate in the process. The code of conduct will, at a minimum, address the following:

Major Disciplinary Issues:	**Minor Disciplinary Issues:**
Sexual Harassment	Dress Code
Theft	Use of Phones/Electronic
Alcohol and Drugs	Smoking
Violence	Vandalism/Defacement of Property
Weapons	Devices in Class
Bullying	Computers Attendance

Suspension

The Engineering Early College Academy will have a provision for suspension or expulsion for major disciplinary infractions. All suspensions and expulsions will be reported on the RIDE required forms on an annual basis, and a record maintained in the student's permanent record. Due process procedures will be in place for students who are suspended or expelled. The school code of conduct will have no provision for the illegal expulsion of a student.

Mandatory Alternative Instruction

The Engineering Early College Academy will comply with RIGL 16-21-27 by adopting a plan to ensure the continued education of students who are removed from the classroom because of a suspension or chronic truancy. In the event of a student who is suspended, The Engineering Early College Academy will conduct a Functional Behavior Assessment, provide behavioral intervention services and modifications that are designed to address the behavioral violation so that it does not recur and develop a behavioral intervention plan for the student.

2. Assessment System

Assessing Student Progress

The primary purpose of assessment at EECA is to improve teaching and learning. The school's CAO will have the administrative responsibility to oversee the assessment system. The student assessment plan includes state-mandated assessments, national diagnostic and placement tests, performance task assessments, rubrics, a portfolio system, and classroom assessments. The plan includes internal, external, diagnostic, formative, and summative assessments.

Diagnostic assessment will help the teacher and student determine what the student knows and is able to do and will be used in goal setting. Formative assessment will provide information throughout the teaching and learning process and will guide instructional decisions, time allocation, and selection of learning tools and resources. Summative assessment will provide a measure of progress at a point in time, providing information on accountability for students, teachers, and the school.

Assessment results will help parents monitor their student's progress. Results will also provide help and encouragement for students and families and help families make a positive connection with the teacher. Student assessment data will drive decisions related to curriculum implementation and revision, scheduling, grouping, staffing and professional development, and resource allocation. This comprehensive assessment plan is intended to provide an ongoing inquiry, raising questions, collecting data to provide possible answers, and making reasoned decisions about necessary changes in instruction, curriculum, practices, and resources that will affect student performance.

External/Standardized Assessment Requirements

NECAP/PARCC, will be used to measure student progress. Teachers will work with students to analyze and practice the formats used on high- stakes tests and provide opportunities throughout instruction for writing on prompts and showing thinking in mathematics. Results of the testing will be used to promote reflection on learning, setting goals for students, improving instruction, and identifying areas for professional development.

Measures of Academic Progress (MAP), developed by the Northwest Evaluation Association (NWEA), will be used to establish baseline achievement data in reading, language usage, mathematics, and science, and to monitor student growth and achievement in the early fall and late spring each year. Teachers and students receive immediate results that have practical application to teaching and learning. This diagnostic and formative information will help guide goal setting by the student, allow students, parents and teachers to monitor growth, and assist with the development of personal education plans.

The COMPASS/ESL placement test utilized by the university, will serve a dual purpose. A comprehensive, computer-based test of reading, writing, and mathematics, the COMPASS test will help place students into appropriate university courses. Results will determine when a student is prepared to enroll in a university course, guide instruction, identify specific tutoring needs, and help students set

goals. Students will take the test in the summer before they enter their freshman year, providing a baseline for them and their parents. They will continue to take the assessment each year until they have gained admittance to university courses.

All EECA sophomores will take the PSAT as a practice for the SAT test, as it includes the same types of critical reading, writing, and math skills multiple-choice questions as the SAT. With their advisors, the students will reflect on the test and identify issues. The results of the test will be shared and reviewed as a learning experience for the student and teachers.

During their junior and senior years, students will take the basic SAT college admission test, a four-hour test that measures critical reading, mathematical reasoning, and writing skills. In addition, they may take SAT subject tests, one-hour tests made up of mostly multiple-choice questions that measure how much students know about a particular academic subject and how well they can apply that knowledge. Required by many colleges for admission, the tests also provide a formative opportunity for students' personal education planning.

The ACT is a set of four multiple-choice tests. The English portion measures standard written English rhetorical skills; the math portion measures skills such as problem-solving, pre-algebra, algebra I, geometry, and some higher-level math. The reading section measures comprehension. The science section measures the interpretation and evaluation, reasoning, and problem-solving skills required in the natural sciences. ACT Plus Writing adds a writing prompt that measures skills emphasized in high school and entry-level college composition. The ACT is used by an increasing number of colleges for admission; it also provides formative opportunities for teachers and students.

Beginning in the spring, all students will participate bi-annually in the High School Survey of Student Engagement (HSSSE), which measures the extent to which students engage in educational practices associated with high levels of learning and development and allows schools to improve school features that affect engagement.

EECA students will also take the University Survey of Student Engagement. CSSE benchmarks focus on institutional practice and student behaviors that promote student engagement and correlate highly with student learning and persistence. The results are a resource for assessing quality and improving the performance of the college.

Internal Assessment Requirements

Performance task assessments will be an integral part of the inquiry learning at the EECA. With pre-established performance criteria taken directly from the Rhode Island Academic Standards, the performance task assessment is a series of tasks that require students to apply knowledge they have constructed during the learning and are designed to assess progress toward meeting the standard. Presentations of projects and performance tasks will be an expectation and an integral part of the school culture, not confined to the classroom but extending to peers, families, and the community. Task assessments might include essays in response to community/state/national/international issues, presentations to other schools or community partners, showcases and exhibitions, competitions, community projects,

and senior capstone projects. Performance task assessments-and all the work that goes before and after them--emphasize the process of learning and not just the end product. They provide an amazing opportunity for parent and community involvement in conversations with students about their learning. EECA assessment will regularly include rubrics, established sets of parameters for scoring students' performance on a measurement scale, include clear criteria, performance descriptions for each criteria, and sample responses (anchors) that illustrate the levels of performance. Rubrics will integrate content standards and 21st century skills. The Rhode Island Department of Education has developed a web-based tool for teachers (IMS) to use in creating rubrics; students will also contribute to rubric development, to help them internalize the standards of excellence and recognize when they are achieving them.

Student portfolios are another assessment approach that aligns with the EECA inquiry instruction. Portfolios will be a purposefully integrated collection of student work showing effort, progress, or achievement in various areas. Students will select items for their portfolios, utilizing a process of self- reflection and with clear criteria for success. Students will an online system to store their portfolios electronically, before submitting it to a panel. The portfolio will be the focus of conversations between students and their peers, students and teachers, students and their families, and students and community members. Classroom assessments will serve to structure and guide the daily work of students and teachers.

Assessment might be formative, designed to provide information about student learning to guide future work, or summative, assessing mastery of content and enabling students to move on to more challenging work. Classroom assessment might include reviewing oral and written feedback; keeping ongoing records of assignments; circulating in the room to see how students are performing; employing performance assessment tasks; using rubrics for assignments, projects, and products; focusing beyond student answers to the thinking behind the answers; and analyzing student work to ensure understanding. Ongoing classroom assessment helps the teacher to refocus and differentiate instruction.

Studying student work will be the focus of the school's own learning community, as teachers work together to analyze diagnostic and summative data on student learning and share effective instructional strategies to improve learning.

Assessment results will be shared with a variety of audiences. Teachers will communicate results to students to help them direct their own learning. Students and teachers will also share results with parents through exhibitions, portfolio reviews, the school's web site, regular progress reports, report cards, and student-led conferences. Advisors on both campuses of the EECA will work closely with individual teachers to receive and share regular assessment reports. The school will share results with the community through its web site and the school report card issued to the public, as well as through the variety of performances hosted by the school

Assessing School Progress

The EECAS board will select planners that have their benchmarks developed by the National Early College Consortium and recommends that the school gather data in the seven areas included in those benchmarks:

- Students graduating with a high school diploma and up to two years of college credit, as measured by student attendance, persistence, graduation rates, and college credit and degrees earned.
- Enabling conditions necessary to prepare students for success in a rigorous, well-structured academic program, measured through mission, leadership, school culture and design, location, student recruitment and selection, and teacher retention.
- Comprehensive student supports based on students' academic and social needs, measured by personalization, respect/responsibility/safety, and transfer and articulation plans.
- Effective instructional practices, as measured by curriculum and instruction, student assessment, continuous improvement, and professional development. In addition to traditional standardized tests and authentic assessments outlined above, the school will participate in the High School Survey of Student Engagement (HSSSE). The HSSSE provides useful data about student behavior and attitudes and the school environment; results can be used to study trends in the school and to compare the school's performance with other schools in the district and with national averages
- Strong secondary-post secondary partnerships to ensure student success, as measured by collaborative leadership, agreements, and planning and coordination.
- Engagement of students, parents, community, business, and public agencies in developing and sustaining schools, as measured by leadership, outreach and recruitment, parent and family involvement, and community engagement.
- School sustainability, as measured by policy, financing, and long-term school sustainability.

In addition, the school will track student internships and periodically survey all the school's audiences for satisfaction.

SECTION V – SCHOOL MANAGEMENT

School Development and Oversight
If the application is for a district charter school, describe the role the district will play in the governance and management of the school.

Not Applicable. The application is not for a district charter school.

If the application is for an independent charter school, describe the role the sponsoring agency will play in the governance and management of the school. Please identify whether the school's board of directors or the sponsoring agency will hold the charter

The role the sponsoring agency will play in the development of the Engineering Early College Academy is to serve as an interim fiscal agent until the school has developed its own

identity and fiscal ties are severed. The Engineering Early College Academy's plan is that the school will hold the charter and not the sponsor.

If the application is for a mayoral academy, describe your understanding of the role the city or town will play in the governance and management of the school.

Not Applicable. The application is not for a district charter school.

To what extent will parents, professional educators, and the greater community be involved in the governance and operation of your proposed charter school.

The composition of the Board is designed to provide a diverse representation of community members and educators committed to and knowledgeable about science technology engineering and math and the Early College high school initiative. The board will include 7 (seven) members of the greater community including several professional educators.

Parents of Current Students	2
Not for Profit Community Reps	2
For Profit Community Representative	1
University Representatives	2

The board will also include two (2) exofficio student members, representing the families at the Engineering Early College Academy.
The Board of Directors will conduct all meetings in accordance with RIGL 46-42 Open Meetings Law. This means that parents and the greater community will be informed of the dates and times of all Engineering Early College Academy Board meetings. All parents and members of the public will be allowed to attend open board meetings.

Describe the due process procedures by which teaching personnel and parents can legally challenge decisions.

The Engineering Early College Academy policy allows any employee to appeal a decision made by the organization. The first step in the appeal process will involve a discussion between the employee and their direct supervisor to try to resolve any conflict. This conversation may be facilitated by the Director or another administrator. If the conflict is not resolved, the employee may pursue the issue further with the next supervisor, and up to them Board of Directors. The president of the board will have final authority on all conflicts; however, this does not preclude any employee from pursuing legal action. Employees do not give up their legal rights as a condition of employment at the Engineering Early College Academy.

Parents are encouraged to first discuss and try to resolve all concerns directly with the teacher or staff person involved. If the conflict is not resolved at this stage, the parent may bring this issue to the attention of the Director of the Engineering Early College Academy. If the parent continues to be unsatisfied, he or she may bring the concern to the Board of

Directors. Decisions made by the Board are final; however, this does not preclude parents from pursuing legal action.

Indicate whether an independent auditor has been obtained. If not, describe what plans there are to do so.

The Engineering Early College Academy plans to obtain an independent auditor once the school is in operation.

Board Development and Governance

Provide resumes for all board members who have committed to serve on behalf of the founding group in the Appendices of this document. Indicate whether each proposed member is voting or non-voting, a proposed officer, and whether any member will be ex-officio.

The resumes and brief biographies of key founding members can be found in the appendix. There are no resumes for board members as no formal requests have been issued. Once the application is published then board members can be solicited and their decisions will be informed decisions after reading the charter application.

As chief governing body of the Engineering Early College Academy, the Board of Directors will be responsible for overall guidance and direction of the school in accordance with its mission statement and its charter. It will also ensure compliance with all relevant statutes and regulations and review all school performance data. The Board of Directors will hire and oversee the duties of Director of the Engineering Early College Academy and approve all hiring recommendations for teachers and staff made by the Director.

Through its relationship with the Director, the Board of Directors will ensure that all school goals are met, including student performance and achievement goals. The Director will be responsible for the day-to-day operations of the school, manage all admissions, enrollment, finance and business operations. Board members will not be compensated but administrators will be.

Describe how the governing board is reflective of and provides expertise to support the school's mission and educational program.

The Engineering Early College Academy Board of Directors is a group of professionals and community members who are deeply committed to providing a high quality education to underserved high school students with an emphasis on parenting and family. The founding board of directors has expertise and experience in the areas relevant to the Engineering Early College Academy mission and educational program.

The members of the governing board will come from higher education, the community, parents, students, the financial and business sector. It is the hope that as members from these various divisions will come together to create an environment that currently does not exist in the City of Providence. The EECA will be an early college high school that offers a one-of-a-kind opportunity for

Providence students to excel academically and succeed in their goal of graduating from college. A distinguishing characteristic of the students at EECA will be the student's, "WE Go To College" mindset.

Describe how the board will be informed of and make policies regarding the academic performance of the school.

The Board will be informed of the academic performance of the school through its frequent communication with the Director. As academic performance data is submitted by the Director, the board will review and work closely with the Director to adjust (if and when needed) policies related to academic performance.

Describe how the board will orient new board members.

Recruitment Stage (Before Appointment To The Board):

Before a prospective board member is voted on to the board, he or she will receive detailed information about the Engineering Early College Academy, the workings of the board, expectations for individual board members, and other vital information. Prospective board members will become familiar with the mission, vision, major goals, and strategies of the school. The prospective board member will also receive a list of expectations of board members including the number of meetings, committee assignments, length of board term and an idea of the time commitment required. They will also receive a list of current board members and other key volunteers, as well as a copy of the organization bylaws and the last annual audit.

After the new board member has been brought onto the board, additional information and training will be provided so that, to the greatest extent possible, new board members will be able to actively participate in their first meeting with confidence.

New Member Orientation: (Immediately Upon The Election Or Appointment To The Board):

New board members will be oriented to the functioning model at the annual retreat. Before the first board meeting, a meeting between the new board member and key individuals in the school will be scheduled. A detailed board member handbook, including bylaws, articles of incorporation, a thorough description of programs and services, the current budget, last audited financial statements, a list of board members and their addresses, lists of committees and any staff assignments, copies of minutes for the previous year and a copy of the organization's strategic plan will be provided to the new board member. During this meeting options for committee involvement will also be discussed.

New board members will be introduced to all current board members and staff at the first board meeting. A mentor board member will be assigned to work with the new board member at least through the first several months.

Describe how the board will assess and improve the quality of its work.

Board Assessment and Improvement

In an effort to demonstrate good governance and due diligence, the Board of Directors will engage in continuous assessment and improvement processes including:

1. Annual strategic planning retreat
2. A standardized best practice electronic survey tool will be issued every 2-3 years, or whenever there is a significant change in leadership or a significant number of new board members to evaluate the performance of the board. The evaluation will be independent and transparent and will examine the board's stewardship, impact and strategic vision, and will clearly identify strengths and areas for improvement. The self-assessment will ask each board member to respond to a question or series of questions on each of the following topics:

- mission and purpose
- strategic thinking and planning
- school oversight
- fundraising
- fiscal oversight
- risk management
- selection and support of the Director
- board relationships within the school
- public image of the school
- board selection and orientation
- board structure and operations
- board committees
- board member individual self-assessment

Outline the criteria and process the board will use to evaluate the school leader, including frequency of evaluation, and how the evaluation will be used.

The Board of Directors will use the RI Educator Evaluation Model and the RI Standards for Educational Leadership to evaluate the school leader. The Board of Directors will assemble an Evaluation Committee which will take on responsibility for the year-long Director evaluation process. The Director Evaluation Committee will consist of members of the board who have expertise and experience in education leadership.

Describe the fiscal controls and financial management policies the school's governing body will employ to remain informed of the school's financial position.

Fiscal Controls and Financial Management

The Board of Directors will establish policies that ensure proper administration of funds and accurate recording of the school's financial activities. The board will:

- Establish the school's financial priorities
- Institute long-range financial planning
- Review and approve the school's annual budget and annual audit
- Review monthly financial statements and approve budget adjustments as may be required

The board will also ensure the establishment of:

- Internal control procedures
- Purchasing policies and standards
- Protocols for determining eligibility for services, including criteria for partial-payment schedules as may be required
- A billing and collection system

Safeguarding the assets of the school

The Board of Directors is placed in a position of trust by the community, students and funding sources to protect the school's assets, ensure that the school's income is managed properly, and preserve the school's mission. The Board has a fiduciary responsibility for management of the school.

External Rules and Regulations

As part of its fiduciary responsibility, the Board is required to understand and follow all external rules and regulations. There are various "external" rules that must be followed because the school is a nonprofit business chartered by the State. There are also other external regulations that must be followed because the school is tax exempt and therefore must comply with IRS rules and regulations and will most likely receive a combination of Federal, State, and private funding, which carries numerous legal requirements.

Management Structure

Please find attached in Appendix F, the organizational chart for the Engineering Early College Academy

The Organizational Chart Narrative is as Follows:

a) The composition of the Board is designed to provide a diverse representation of community members and educators committed to and knowledgeable about science technology engineering and math and the Early College high school initiative.

b) The Board of Directors will delegate responsibilities by organizing several committees, each charged with a different aspect of the Board's oversight and governance duties. Board members will serve on committees relevant to their interests and professional expertise.
c) The Director will report directly the Board on all matters related to governance and management of the school. All other administrators will report to the Director.
d) The Director will be responsible for fiscal management, day-to-day school operation, academic achievement and student support goals, admissions, recruitment and community outreach. The Director will be responsible for final decisions regarding curriculum and instruction, student achievement, fiscal planning and operations. The Board of Directors will approve all final decisions.
e) All other staff including, the teaching faculty, the school nurse and the social worker, and any other contracted specialists will report to the Director.
f) The school nurse and the social worker will be the primary points of contact for students' use of and referral to the various wrap-around services offered at the school. Teachers may also direct students to available wrap-around services as needed.

Describe how the founding group determined the structure shown in the organizational chart.

The founding group determined the structure shown in the organizational chart by considering the best practices of school management and the non-profit management experience of members of the founding group.

Administrative Roles and Responsibilities

Describe the roles and responsibilities of the school's leader(s) and other administrative staff. Provide a job description for the school leader(s) in the appendices to this document.

The Director of the Engineering Early College Academy will be responsible for the day- to-day operation of the school. His/Her duties will encompass: fiscal management of the operating budget, human resources management, facilities management, and compliance with all state and federally mandating reporting. The Director will also help ensure compliance with all applicable state and federal laws regarding services to students with disabilities, ensuring every student has the access to a free and appropriate education in the least restrictive environment.

The Director will also be responsible for the day-to-day duties of student compliance with compulsory attendance laws, student achievements documentation, ensuring student growth within the curriculum, implementing and documenting student discipline, reporting student enrollment to the state, and running the schools lottery system.

The Director will be the Engineering Early College Academy head liaison to the Board of Directors and will be responsible for teacher evaluations in accordance with the RI Model Educator Evaluation System.

Please find attached a job description for the school leader in the Appendix.

Articulate key role distinctions with regard to student achievement, personnel, financial management, and operations.

In the first year of the Engineering Early College Academy's operation, the Director will act as the sole administrator responsible for decisions pertaining to student achievement, personnel, financial management and operations, with oversight from the Board of Directors.

Educational Leadership

Describe the proposed process for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the school.

The School Improvement Team (SIT) will manage the Engineering Early College Academy's School Improvement Plan and in doing so will lead the development, supervision, coordination and continual assessment of the educational content and pedagogical approach of the school. In collaboration with the school Director the School will develop a strategic school improvement plan which will be filed with RIDE each year. The Engineering Early College Academy will use student growth measures from the NECAP/PARCC, PSSS, PSAT, SAT and AP results to help determine of the School Improvement Team is taking a successful approach. Teacher evaluations will also help determine if the schools pedagogical approach is leading to student proficiency and high levels of achievement.

Explain how the operations of the school will be aligned to support instructional goals and student achievement.

The operations of the Engineering Early College Academy will promote a school culture that encourages student academic achievement and student well being, and supports instructional goals. The Director, the Board of Directors and other staff members will ensure that all operations of the school support the schools mission and vision. Please refer to roles and responsibilities in Appendix F.

Human Resources

Please provide a preliminary staffing chart and narrative staffing plan, for each year of the proposed charter school within the five year term of the charter. Indicate the number of administrators by title, faculty including classroom teachers by grade and/or subject, aides or assistants, special student service providers, and other specialists, clerical staff, and any other school employees. Explain the process of determining job positions, roles, and responsibilities.

The individual positions found within the tables are narrated thusly:

Board:	Composed as stated and with key committees named
Superintendent:	Chief Executive, oversees all facets of school operations
Director:	Responsible for the daily oversight of the school.
Chief Academic Officer:	Responsible for the educational program, curricular implementation, faculty training and assessment and data generation and analysis.
Chief Operations Officer:	Responsible for the business, information, recruitment, engagement and customer relations sectors.
Business Manager:	Responsible for the execution of the financial matters for the school.
IT Specialist:	Responsible for the planning, implementation and upkeep of the IT system of the school.
Recruitment and Engagement:	Responsible for the admissions process and family and community engagement practices.
Customer Communication:	Traditionally known as the "school office." This individual will perform all the traditional functions of the main office staff; however, the emphasis will be on customer service and communication with

families on a daily basis.

Faculty: Responsible for the face to face teaching and implementation of the school's curriculum, program and structures. Heavy reliance on data analysis and arranging of flexible and student need driven learning opportunities. The 1:15 ratio is maintained throughout the school's growth and dual certifications in special education and ELL are built in and identified clearly within the tables.

Guidance Counselor Responsible for monitoring student progress in school and on the college campus. Providing support for students on the college campus.

Parent Specialist Maintains the PTO and other parental support initiatives.

Engineering Early College Academy 5-year Staffing Plan

Engineering Early College Academy Faculty and Staff Positions	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Executive Director/ Superintendant	1	1	1	1	1
Director	1	1	1	1	1
CAO	1	1	1	1	1
COO	1	1	1	1	1
Business Manager	1	1	1	1	1
English/Language Arts Teacher, Grades 9-12	2	4	4	4	4
Mathematics Teacher, Grades 9-12	2	4	4	4	4
Science Teacher, Grades 9-12	2	4	4	4	4
Social Studies Teacher, Grades 9-12	2	4	4	4	4
Special Education Teacher—Administrator	1	1	2	2	2
English Language Learner Teacher—	1	1	2	2	2
Nurse/Health Teacher	1	1	1	1	1
Social Worker	1	1	1	1	1
Guidance Counselor	1	1	2	2	2
Recruitment and Engagement	1	1	1	1	1
Customer Communications	1	1	2	2	2
IT Specialist	.5	.5	1	1	1
Parent Specialist	1	1	1	1	1

The preliminary staffing chart above represents the Engineering Early College Academy staffing plan for the first five years of operation.

Describe the qualifications and attributes of an ideal teacher for the proposed school.

The Engineering Early College Academy will employ teachers that are considered highly qualified as outlined by NCLB regulation. The school will only employ teachers that pass a thorough background check performed by the State Attorney General Office. In addition teachers will need to have flexible schedules, a strong work ethic, exceptional organizational and planning skills, demonstrated leadership skills and impeccable character. Ideally teachers will be patient, nurturing and highly dedicated to improving the educational success and experience of at-risk and underserved students facing multiple major challenges in their lives.

Describe the school's plan for staff recruitment, advancement, and retention.

The Engineering Early College Academy will recruit teachers using such resources as ads in local newspapers, schoolspring.com, and teacher recruitment fairs. Teachers applying for a position with the school will submit a resume and formal application. They will then go through an interview process with a hiring committee as well as demonstrate a sample lesson to the committee. Once hired by the school, teachers will be required to attend professional development sessions conducted by the school, participate in the educator evaluation system and continue their professional education within the education field. The school will work with each teacher to help develop their individual skill sets, so that every teacher will feel valued and appreciated for the skills and experience they bring to the school. It is the goal the Engineering Early College Academy to recruit effective teachers that will stay and advance their education careers with the school.

Explain how individual base salaries and increases will be determined, in accordance with RIGL 16-77. Please see attached "Characteristics of Charter School Types" for specific guidance.

Salaries for Engineering Early College Academy staff are determined by the prevailing wages for teachers in the State of Rhode Island. In the Engineering Early College Academy operating budget, teacher starting salaries are based on a typical starting salary of $40,000 per year, then increased by 20% to account for this being a year-round, 12 month school. Benefits for all staff are calculated at 25% of salary. Salaries are projected to increase 3% per year. Teachers will advance on a salary schedule that will recognize their years of service, experience, and training per R.I.G.L. 16-7-29.

Explain the school's working conditions and compensation package(s) that will attract highly qualified staff.

Staff at the Engineering Early College Academy will have excellent working conditions and the school will offer a compensation package designed to attract highly dedicated and highly qualified teaching staff. Although most Secondary Education teaching programs run August- June, teachers at the Engineering Early College Academy

will work all year round. Teachers will be compensated accordingly for their extra time spent in the classroom. Teachers will earn 20% more than the average teacher salary.

Describe how non-teaching staff and administrators will be evaluated, by whom, and for what purpose.

Non-teaching staff and administrators will undergo an annual review process similar to that of their teaching peers. The Director or a member of the Board of Directors (if the Director is being evaluated) will complete evaluations. Non-teaching staff reviews will consist of a three-phase process: (1) phase one will consist of a written review of each non- teaching staff-person's job description. The employee will highlight parts that they do well and parts they could improve upon. During this initial review, professional goals will be set for the year along with plans to achieve those goals. (2) Phase two will consist of formal and informal observations by the Director or a member of the Board of Directors. Following observations, a meeting will take place to discuss and review the positive and negative observations made by the evaluator. Improvements that may need to be made by the employee will be documented and reviewed again at a final meeting. (3) The third phase will be a final meeting at the end of the year. The employee and the evaluator will discuss overall performance for the year, improvements that were made and any corrective action that was taken.

The evaluation process will provide Engineering Early College Academy stakeholders with measures for how well administrators and non-teaching staff members are meeting the needs of students and goals of the school.

Describe plans for administrators and non-instructional school staff to engage in professional development activities.

Engineering Early College Academy administrators and non-instructional staff will set goals for themselves during the evaluation process. The evaluation process and goals will help determine the need for professional development. Staff members and administrators who are non-teachers will be encouraged to attend outside professional development events and conferences tied to their certification areas. Information will be provided to these staff members on such opportunities once yearlong goals have been established.

Describe briefly the teaching program of typical teachers. Indicate how many hours they will be in class and what other school-related responsibilities they will have outside the classroom (i.e., lunch duty, dismissal, advisory group, after-school program).

Teachers will work forty (40) hours per week at the Engineering Early College Academy. This time will include planning, student advising, student performance tracking, and in classroom instruction and tutoring. Teachers will need flexibility to meet the needs of students who will spend time at the school on varying and flexible schedules. The school facility will be open from 8:30-4:30 Monday through Friday with full staff and

Saturdays. One (1) teacher will be at the facility on Saturday morning. Each core subject teacher will work one (1) Saturday morning per month.

Non-Classroom Responsibilities:

The four (4) core subject teachers will be expected to manage the scheduling, tracking and curricular path of a caseload of approximately twenty (20) students. Working in an advisory role, the teachers will help the students develop timelines for coursework completion and academic achievement goals. Teachers will work with the student to put together a plan for graduation. Teachers will be available to communicate with students through email, text messaging, skype or drop in meeting.

Teachers may also have additional duties assigned to them or some that they wish to volunteer for those that are non-compensated such as lunch duty, after school activities or extended tutoring hours. All teachers will be provided at least 90 minutes a day of preparatory time that is duty free and teachers may choose to use this time outside of the school building.

SECTION VI—VARIANCES AND WAIVERS

The Engineering Early College Academy requires the following variance:

16-11-1 Certification of Teachers Required

There will be faculty who are currently college instructors at the University of Rhode Island who will hold both Masters and or Doctoral degrees in their fields. Because the school is an Early College school, college faculty will need to be allowed to teach secondary students so that the students can receive high school credit for college courses. Professional educators that have been hired by the university must meet the following minimum criteria:

1. An advanced degree appropriate to the area of the candidate's specialization, including Ph.D., M.B.A., or other degree in an appropriate field;

2. A demonstrated appreciation for the principles of student-centered pedagogy and willingness to participate in mentoring;

3. A publication record, creative work, or evidence of professional accomplishments appropriate to the rank sought.

At no time shall non-certified faculty teach classes deemed to be of purely secondary nature.

SECTION VII—SCHOOL CALENDAR

1. Provide the length of school day and number of days in the school year.
2. How is the school day structured? A draft school schedule and annual calendar is required as Attachment 3.
3. How is the school year structured? Provide a calendar including dates for professional development, proposed half days, special days scheduled to accomplish your mission (i.e., portfolio demonstration days or science exhibitions).
4. Please provide a description of planned, mission-centric after-school programs (i.e., targeted student tutoring, math/science labs at a college campus).

The school will follow the calendar of the University of Rhode Island. The fall and spring semesters will account for approximately 160 days. A January intersession will account for 20 total days. The summer session will account for 20 total days. The students based on this schedule will exceed the minimum one hundred and eighty days as required by law.

Vacations and holidays will coincide with the Providence Public Schools. Therefore the estimated calendar will be:

September to December	Fall Semester 6 Days of Teacher Professional Development (No Students)
Holiday Break	
January	Intersession Classes
February to May	Spring Semester 5 Days of Teacher Professional Development (No Students)
June	Continuation of spring semester
July	Summer Session
August	Summer recess/ professional development 4 Days of Teacher Professional Development (No Students)

The Engineering Early College Academy will recognize the following holidays followed by most Rhode Island public high schools:

- New Year's Day
- Martin Luther King, Jr. Day
- Washington's Birthday
- Good Friday

- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Christmas Day

Students' daily schedules must be flexible in order to make college learning outside of the high school walls more accessible. Since most college courses do not meet daily, students may have different time schedules on different days. Students may be arriving and departing from The Engineering Early College Academy at many points during the day and will have the opportunity to take night classes, online courses or learn from other sources when appropriate and accessible. Students will be encouraged to participate in internships related to their chosen Pathways. The following chart is a draft schedule for students.

Approximate Timeframe	Activity(ies)
8:00AM - 9:15 AM	Faculty Planning and Development
9:30 AM – 12:00 PM	AM class time, approximately 2 periods
12:00 PM – 12:30 PM	Lunch
12:30 PM – 1:45 PM	Class time, 1 period
1:45 PM – 3:00 PM	Class time, 1 period
3:00 PM – 3:30 PM	Advisory
3:30 PM – 4:00 PM	Study Break
4:00 PM – 6:30 PM or 6:30 PM – 9:00 PM	College sections meet and/ or internship

The Engineering Early College Academy will provide access to an array of mission-centric activities and supportive services available for students and families. Most of these activities will occur in association with the wrap-around services many students will participate. The Engineering Early College Academy numerous strong partnerships with community organizations will provide opportunities for students to involve themselves in the community outside of the school such as community service or volunteer work.

SECTION VIII—SPECIAL STUDENT POPULATIONS

All charter schools in Rhode Island are public schools that enroll students through a lottery process. Therefore, all charter schools must be prepared to enroll students with diverse learning needs, including English language learners (ELLs) and students with disabilities, all of whom must be provided with full and meaningful access to the general education curriculum.

The general education classroom needs to be an environment which is responsive to the educational needs of all children and accommodates their needs to the maximum extent appropriate. A continuum of services must also be available throughout the school so that all students can participate fully in the educational goals and mission of the school as described in its charter. This section of the application should describe the school's programs and services, and how they will be implemented within the context of the proposed school.

We believe that students with special needs will do well at the Engineering Early College Academy. Built into the school is the acknowledgement of differential learning styles, and therefore, differential instruction. Some students will enter the school with either a 504 plan or an IEP, which we will be prepared to implement through an inclusion model of instruction. We will work with students and families to understand the need for services. As a public school we will be subject to the laws and regulations relating to providing special education services (up to the need for a separate school). The school will employ a full-time certified SPED coordinator/teacher from the start. If additional resources are required, depending on the student population, positions will be added as needed. Our program will be in compliance with both chapter 766 and IDEA. Students coming into the school with an IEP will be seen by the SPED coordinator, who will make sure that all necessary information is communicated to all relevant people. Teachers, principals, parents, or students can identify pedagogical problems that might be a sign of a disability. The SPED coordinator will be available to anyone to discuss how to initiate discussions about assessments for disability.

Limited English Proficiency students are expected to comprise a percentage of the student body, probably similar to the city's overall average. Our goal is to help LEP students gain proficiency as quickly as possible. We will develop tutoring programs, to be available before and after school. In addition, we will encourage students to work on achieving fluency in English during the summers.

Procedure to Identify Students:

The Engineering Early College Academy will provide professional development training for teachers and staff on techniques for detecting limited English proficiency in students. In addition, The Engineering Early College Academy will follow the procedure developed by RIDE in accordance with Title 16, Chapter 16-54, sec. L-4-3,4 for identifying English Language Learners as follows:

(1) All students enrolled at the Engineering Early College Academy will bring home and fill out a Home Language Survey. The questionnaire asks families to provide information on student's native language and the language spoken at home.

(2) If the student is potentially an ELL (i.e. the student is not an native speaker of English or if the home language is not English as indicated by the survey), the Engineering Early College Academy will conduct a family interview to determine if the student's English proficiency needs to be investigated further through a review of academic records.

(3) If the family interview and a review of the student's academic records do not provide evidence of English proficiency, the student will be screened for English language proficiency using W-APT (World Class Instruction Design and Assessment (WIDA)

Access Placement Test). If the student scores below the cut-off score on the language proficiency assessment, he or she will be eligible for ELL services and the family will be notified.

(4) The ACCESS (Assessing Comprehension and Communication in English State to State) will also be used to evaluate progress of a student once they are in the program and determine if the student needs more or less support. Families will be contacted every step of the way to form a partnership to help their student become successful.

ELL Support Services:
Students who are identified as ELL will be provided one-on-one as well as group services (if possible, dependent the number of ELL students) to improve their English skills and attain mastery of the language. The ELL teacher will play a significant role in helping the student while they are working on assignments at home by staying in touch with them and being available to answer questions as needed.

All teachers involved with the school will receive professional development on teaching students with English proficiency needs and will be required to meet with the ELL teacher biweekly to discuss student progress.

An ELL teacher that is employed by the school will be required to hold appropriate certification from the RI Department of Education, will provide the one-on-one support to students, help fellow teachers modify curriculum and support the students in their day to day learning.

The program's success will be determined by the students' performance on the ACCESS test as well as their progress in their curriculum. Throughout the year benchmarks will be set for each student and their progress towards these benchmarks will be noted by the ELL teacher. How quickly a student reaches a benchmark as well as how often benchmarks need to be modified will be assessed.

A more formal review of the program will take place at the end of each year. The review will look at number of ELL students exited from the program, progress of ELL students versus that of their non-ELL peers, comparison of ACCESS scores from the beginning of the year to those at the end of the year and student success on standardized testing.

The Engineering Early College Academy will comply with Title VI of the federal Civil Rights Act of 1964 and the federal Equal Education Opportunities Act of 1974 and all applicable laws.

We understand that literacy will need to be a component of the educational program for those not able to read at an appropriate level to accomplish the work required. Student services will stress the need for literacy as a prerequisite for success. Software will also be utilized to help those needing remedial help get up to speed as quickly as possible. Summer study and work will be assigned for all those identified prior to matriculation as needing extra help.

Parents of ELL students will be asked to join the school for an initial meeting about the student's needs, and will be asked to attend regularly scheduled progress report updates throughout the year. Translators will be utilized for these meetings as needed for parents and students. Once a student's native language has been identified, the school will take every opportunity to reach out in the student's native language home by utilizing community resources to help translate forms and letters sent home into the native languages.

Students will be enrolled in the ELL program if they fail to meet the cut-off on the WAPT. Students will be exited only if (1) they meet all proficiency goals set for them by the ELL teacher and (2) they achieve a score high enough on the ACCESS testing. Students exited from the program will be able to read, write and comprehend English in such a manner that allows them to perform at or above the levels of their non-ELL peers.

We recognize that students coming to the school will have had a wide range of experience, and will have widely divergent strengths and needs. Our guiding philosophy is that every student can be engaged, and that engaged students will achieve at high levels. We also recognize that students facing stress do not learn and cannot engage in school as well as those without stress. We will be exploring a partnership with social workers to provide services at the school to address the need for counseling.

Using advisory groups will provide a process to ensure that all students are known as individuals. Individual attention and a coherent mission clearly articulated, communicated and driven home by every means possible will inspire each stakeholder, teacher, student, parent, administrator, to do their best.

Students will meet in small advisory groups once a week to share information, touch base with each other and their advisor. Advisors will be drawn from regular teaching staff. A nurse will be available to students requiring health services. We expect this position to be part-time at the beginning, and to grow over time into a full-time position. A nutrition program will be in place for students. As the project moves forward, more details of the provision of this service will be worked out.

The Engineering Early College Academy will develop a professional development plan which provides teachers and administrators with high quality training in:
(1) second language learning and teaching
(2) teaching reading and writing to ELL
(3) differentiation
(4) assessment of speaking and listening
(5) best practices for inclusion of student with special needs
(6) best practices for teaching gifted students
(7) professional learning communities
(8) data analysis
(9) high yield instructional strategies page

Professional development covering the above topics will be scheduled over the course of the schools 15 professional development days per year. The plan will be developed by the Chief Academic Officer and the Director of the School prior to the opening of the Engineering Early College Academy.

The professional development plan will ensure that all Engineering Early College Academy staff members have the resources and tools necessary to meet the needs of all students and serve students of all abilities effectively. Teachers will receive professional development training on best practices for meeting the needs of ELL students and ensuring their ultimate proficiency in the English language though intensive reading and writing support and immersion.

Identification of students who may be ELLs will also be covered. Professional development focused on special education students will including training on implementation of student IEPs, the special education referral process, inclusion of students with special needs, meeting reporting requirements and discipline of students with disabilities. The Engineering Early college Academy teachers will embrace the concept of differentiation to meet the diverse needs of students with a variety of learning styles.

SECTION IX—SUPPORT SERVICES

Not Applicable. No student or operational services will be provided by the local school district.

SECTION X – HEALTH, SAFETY AND NUTRITION

The Engineering Early College Academy is committed to the safety of all students and staff. It is the goal of the school that all students and staff are safe and secure at all times. An atmosphere of safety and security will ensure that all students and staff are fully engaged in the learning process. A comprehensive school safety plan will provide a step-by-step emergency response policy and outline staff responsibilities during incidences of natural disasters, school violence, and fires as well as all other emergency situations. The School Emergency Planning (2008) guide developed by the RI School Safety Steering Committee will direct the development of the school safety plan.

The school safety plan will designate the establishment of a **School Crisis Response Team**. The Director of the school will oversee and lead the formation of this team which will, at the least, include the school nurse, administrators and social worker. The school crisis response team will design and maintain the school's crisis response plan which will designate requirements for school drills such as fire drills, emergency training and review. All emergency drills will be conducted in compliance with RIGL 16-21-4 and 16-21-5.

The current budget allows for the hiring of a school nurse teacher for a period of three hours per day for 190 days per year. He or she will perform all duties of patient care and recordkeeping as is expected of a professional school nurse teacher. The nurse will also play an important role in promoting student health. It is hoped that he or she will participate in the school's implementation of the health and wellness courses but it is too early to commit to scheduling specifics of that finite nature.

A request for proposal will be issued for an approved food service provider. Most likely Sodexo or Aramark would be the vendors. Using the principle of Universal Free, all students would be given a full breakfast, lunch and afternoon snack if they returned a completed lunch application. This program is a zero cost to the school and is so represented in the school's budget.

SECTION XI – BUILDING

Presently there are a number of buildings in the city that have been identified by the founders as potential sites for the Engineering Early College Academy. Two of the properties are under the management of professional property management companies.

Both properties meet all building codes, and are handicap accessible. Both properties have been used as a school at one point.

The first property is the former Urban League Property located at 202-250 Prarie Avenue, Providence, RI 02905. This property has 39,000 square feet available. This property is on the bus line providing easy access for students traveling by public transportation.

The second property is the Gordon Avenue Business Incubator located at 17 Gordon Avenue, Providence, RI 02907. This property has 10,000 square feet. This property is on the bus line providing easy access for students traveling by public transportation.

Please see Appendix J for real estate broker materials showing the two buildings currently being considered.

The founders are confident that they will be able to seek out and find an appropriate space once the charter has been granted.

We envision to be in these space for approximately 2-3 years. We will then begin the process to build the Engineering Early College Academy facility after that time.

SECTION XII – STUDENT ENROLLMENT AND DEMAND

1. Provide a clear rationale/description of the school's growth model.

The Engineering Early College Academy's projected growth model is listed below.

MAXIMUM ENROLLMENT when fully enrolled: 400

- Projected Student Enrollment 1st year: 100
- Projected Student Enrollment 2nd year: 200
- Projected Student Enrollment 3rd year: 300
- Projected Student Enrollment 4th year: 400
- Projected Student Enrollment 5th year: 400

The reason for using this model is for economic sustainability. As the years progress the program can be refined and improved so as to ensure the success of the organization in years to come

2. Explain in detail the rationale for selecting this particular school size, and provide demonstrable evidence of parental demand, i.e., petitions, letters of support, etc., for the proposed enrollment figures.

The proposed school size is based on educational research on best practice. Small high schools have the ability to create the level of personalization for students that is needed for their success. The Early college high school research also makes the recommendation that the schools should be no larger than 100 per grade.

The Early College High School Initiative states that, "Early college high school is not the only effective way to improve education; rather it is one among a number of promising approaches for improving education for all young people. In particular, early college high schools share the attributes of high-performing small schools:

- A common focus on key, research-based goals and an intellectual mission;
- Small, personalized learning environments, with no more than 100 students per grade;
- Respect and responsibility among students, among faculty, and between students and faculty;
- Time for staff collaboration and for including parents and the community in an education partnership;
- Technology as a tool for designing and delivering engaging, imaginative curricula; and
- Rigorous academic standards for both high school work and the first two years of college-level studies."[13]

The STEM Connector states that Rhode Island's Economic Future is Linked to STEM Education —and the Jobs & Quality of Life that higher paying jobs provide.

> K-12 STEM Education Helps Keep Our Economy Competitive: Over the past 50 years, taxpayer investment technology and STEM (Science, Technology, Engineering and Mathematics) education has indirectly produced more than half of the nation's economic growth. Prominent economists agree that no other investment generates a greater long-term return to the economy than scientific R&D — and that starts with our educational systems.
>
> 26,000 = the number of STEM-related jobs Rhode Island will need to fill by 2018.

[13] The Early College High School Initiative overview retrieved 5/5/15 from http://www.earlycolleges.org/overview.html

> Rhode Island kids and parents need to know about the potential for rewarding — and high paying careers in STEM. STEM professions and occupations are among the highest paying jobs. They are also the basis for a successful, globally competitive and innovative Rhode Island and U.S. economy. During the next decade, overall U.S. demand for scientists and engineers is expected to increase at four times the rate for all other occupations.

Based on this quote, the founding group is aware of the current parental demand for this type of school. Conversations with parents, business and other community leaders, school administrators and university professors have all stated that a school like this is needed. Sources: Georgetown University Center on Education and the Workforce publication Help Wanted: Projections of Jobs and Education Requirements Through 2018. June 2010;

3. Summarize the school recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students, including to families traditionally less informed about school options.

The Engineering Early College Academy recruitment process will be specifically aimed at the following groups:

- First Generation College students
- Students entering the ninth grade
- Students identified , using multiple indicators, as having the capability of success in college but who might not have the advocacy of adults or have not performed to their potential.

Recruitment materials will make it very clear that the school will have a rigorous curriculum that will meet the Rhode Island department of Education core graduation requirements, use inquiry learning approach, include an internship, and offer the opportunity to earn college credit; up to an associate's degree by the time of high school graduation.

Some of the marketing and recruitment strategies the school will use include:

- Distribution of marketing materials including flyers and small posters throughout the community in health clinics, existing public middle schools, community centers and other public spaces where youth are likely to gather like concerts, retail stores, and recreation centers.
- Inform staff members at existing middle school programs of the Engineering Early College Academy
- Use of electronic media marketing such as social network sites, internet and text messaging.

- The Engineering Early College Academy will recruitment volunteers will follow up over the phone or in person with youth and families met during recruitment efforts.

4. Describe an enrollment process that includes a plan for a public lottery, and is open, fair, and in accordance with the charter school statute and regulations.

Criteria for admission to the Engineering Early College Academy will be non-discriminatory in accordance with local, state and federal law. The Engineering Early College Academy will not include academic standards for enrollment and will use the Charter School Lottery Application provided by the Rhode Island Department of Education. Parents and prospective students will be made aware of the role of virtual learning in the school through a volunteer tour and admissions information session.

If more applications of the eligible students are received, then entrants will be chosen by lottery as required by RIGL 16-77-4 (b) 10. All efforts will be made to ensure that the lottery is transparent. All students who enter the lottery will have an equal chance of being selected. Families and prospective students will be notified in writing if they were selected from the lottery for enrollment to the Engineering Early College Academy. At this time, the family and student will confirm their intent to accept the enrollment by submitting a confirmation statement to the school.

SECTION XIII – SCHOOL COMMUNITY

1. Describe the relationship of your school to the surrounding community.

We envision the Engineering Early College Academy community to extend to the University of Rhode Island community. We plan to foster this sense of community by placing the students on the college campus as often as possible. The school will pay the University of Rhode Island a per pupil amount for the use of college facilities by the Engineering Early College Academy students. Libraries, athletic facilities, book stores, tutoring centers and more will all be a part of the students experience as a member of the academy.

2. Describe how the founding group will engage stakeholders (parents, community members, local business, etc.) within the proposed community(ies) the school will serve.

The Engineering Early College Academy founding group has already engaged a diverse and influential group of stakeholders to serve on the school's Board of Directors. The committed board members and other members of the founding group will make every effort to reach out to community stakeholders and build strong, positive relationships with local businesses, and neighbors to the school. Parent input and support will be encouraged at all times.

3. Will the school offer family education programs? If so, briefly explain.

Yes, we do plan to offer adult evening classes on our campus. The classes will be based on the following topics but not limited to:

- College level
- Parenting
- ESL
- College planning
- Financial Aid
- College readiness and support
- GED
- Adult Basic Education Classes

4. How will parents be involved in the school community?

Parent involvement is extremely important to student success. At the Engineering Early College Academy parents are partners. Administrators and teachers/staff will reach out to parents regularly to create and maintain the connection between home and school environments. A comprehensive parent engagement program based on Joyce Epstein's Six types of parent involvement will be followed. Parents will be encouraged to attend the school's open house, as well as formal parent teacher conferences which will be held twice a year in December and May. Parents will receive written communication and information on all important dates and school events including testing schedules, and quarterly progress reports and report cards.

5. How will the school measure and respond to levels of parent and student satisfaction?

The Engineering Early College Academy will administer an annual parent satisfaction survey. Distributed at the end of each school year, the survey will give parents to opportunity to rate their satisfaction with The Engineering Early College Academy on a number of categories including but not limited overall school culture, student academic progress and achievement, academic program, opportunity for parent input and participation, teacher quality and school leadership. Results from the survey will be used by the Board of Directors to make changes or adjustments to The Engineering Early College Academy based on parent demand and parent satisfaction levels. In addition, parents are always welcome to share their comments or concerns with teachers and administrators at any time during the school year via email, telephone or in-person meeting.

SECTION XIV – TIMETABLE

School Development Timetable

A reasonable Timetable for the project would be as follows:

March 2013-August 2013

Submit Preliminary Charter Application to RIDE
Attend RIDE Internal, External and Open public Meetings
Receive Preliminary Approval for School

Develop and Confirm Board of Directors
Board of Directors Approves School By-Laws
Commissioner recommends to Regents Preliminary Approval
Apply for Charter School Program (CSP) funding from State

September 2013-December 2013
Recruit and Hire Director
Solidify Articulation Agreements and the Memorandum of Understanding
Receipt of funds for organizational infrastructure building
Secure Lease Arrangement
Complete Building Renovation and Rehab Plans
Apply for Private and Grant Funding

January 2014- June 2014
RIDE Readiness Criteria Met
Recruit, Interview, and Hire Staff
Develop Marketing Plan for School
Develop Curriculum for Classes
Student Recruitment, Accept Applications, Lottery
Complete Building Renovation and Rehab
Finalize food, transportation and facilities maintenance plans

July 2014-August 2014
Orient families, Train staff
Final Facility Preparations

September 2014
Open the Engineering Early College Academy

SECTION XV – REPLICATION

Not Applicable. The proposed school in not a replication of an existing Charter School.

SECTION XVI—OPERATING BUDGET and FINANCIAL PLAN

Budget Narrative

Please see the attached budget projection form for a five year projected budget for the revenues and expenses.

Revenue: Local and state revenue was calculated using the formula in the Charter School Application Guidelines and RIDE State Share Ratio data.
The revenue budget is conservative in that it does not include any federal funds or outside funds/private fundraising. It is believed that significant outside funding can be raised to supplement local and state revenue as needed. Local and state revenue is

projected to increase 1% annually. If local and state revenue remains flat, this difference will be made up from outside funds.

Staff: All will teachers be fully certified and hired initially at $48,000 starting salary plus

25% benefits.

Technology: Each student will receive a laptop computer ($500). We have budgeted replacing the computers every two years. Each student will receive a wireless adapter card and monthly internet access service ($30 per month) for their computer, enabling them to access the internet from anywhere. This will enable students to work from home, even if they do not have home internet access.

Transportation: The school will pay 100% of the transportation costs for 100% of its students.

Teachers/staff will make requests for materials, supplies, etc. in writing to the Director. The Director will review and approve the request and forward to the business manager for processing and tracking. Non-recurring checks in excess of $5,000 will have dual signatories.

The Board will prepare financial management policies. No single individual will be responsible for writing and signing checks, receiving, recording and depositing funds, and depositing cash and other receipts. There will be segregation of duties and oversight by management. All disbursements will require formal approval and all disbursements will have supporting invoices and documentation. The Board will prepare the school's annual budgets and receive monthly financial reports detailing budget to actual. The Board will monitor the school's finances on a monthly basis and take action as needed.

The admin/business manager will process payments and reconcile accounts and track all finances to maintain needed cash flow. Any problems will be reported to the Director, who will then report to the Board as needed.

If intending to build or expand a network of schools, the structures and processes for managing the school's finances in relation to the network of schools, including the level of site-based financial management the proposed school(s) will have.

Not Applicable. This will be a single school at this time.

Plans for the required annual audit

The school will retain a CPA firm to prepare annual audits. The school's bookkeeper will keep track of the finances to assist the CPA firm.

Describe any plans to seek non-district (supplemental, private party) funding.

The school will seek outside funding as needed. It is believed that significant outside funding can be raised to supplement local and state revenue as needs are identified.

Appendix A
Resumes

RUDOLPH A. MOSELEY, JR. M.Ed

Current Address:

35 Red Cedar Lane

North Providence RI 02904

Cell Phone- (401)580-2654

e-mail rudymoseley@aol.com

Permanent Address:

35 Red Cedar Lane

North Providence RI 02904

Tel . (401)-580-2654

Education: Doctoral Candidate Northeastern University, Boston MA, April 2013 *anticipated

Masters in Education Administration, University of Rhode Island, December 2002

Bachelor of Science Degree, Biology, University of Nebraska Lincoln August '95

Certifications: Professional Superintendant of Schools: RI

Professional Building Administrator PK -12: RI

Professional Secondary Biology Teacher: RI, FL

Professional General Science Teacher: RI, FL

Work Experience:

July 2011 to Present – Providence Public Schools, **K-12 Supervisor of Science**

- Leads the development of K-12 science curriculum and instruction and monitors the implementation of the instructional program in K-12 Science; ensures that the science instructional program is aligned to local and state mandates and priorities.
- Works with specialists and school staff in monitoring and evaluating implementation of the Science instructional program, advises principals, resource teachers, and classroom teachers regarding instructionally related concerns, problems, and/or adjustments to new situations/curriculum.
- Supervises the evaluation and selection of textbooks, instructional materials and equipment; collaborates in developing plans for new and renovated facilities; coordinates articulation of curriculum between grade and school levels.

August 10 to July 2011 – Providence Public Schools, Mount Pleasant High School **Assistant Principal**

- Assisted the Principal in all aspects of running a high school
- Evaluated and supervised staff and faculty
- Counseled and advised students grades 9-12 about their future
- Forged strong relationships with parents and community members

July 09 to August 11 - Providence Public Schools, ADEP, **Senior Summer Credit Recovery Coordinator**

- Analyzed transcripts and Created schedules for Seniors
- Organized graduation for 284 Seniors
- Counseled and advised students about their future.

July 06 to July 10 - Providence Public Schools, Roger Williams Middle School, **Principal**

- In charge of all aspects of running a Middle school of 850 students
- Strengthen and develop new partnerships with parents and community organizations
- Evaluate and supervise staff and faculty
- Develop budget for the school
- Train and evaluate teaching and administrative staff

October 07 to Present – Community College of Rhode Island, **SAT Prep Instructor**

- Teaching Math and English relating to the SAT
- Exposing students to various aspects of the SAT
- Identifying weaknesses of students and designing individual plans to address weaknesses

Activities:

- Senior Pastor Bread of Life International Worship Center Providence RI 2005/ Present
- Youth Director Providence Assembly of God Providence Rhode Island 2000/ 2004

Honors & Certification:

- Aspiring Principals Program Providence Public Schools 2001
- Margaret Schorr Memorial Scholarship 97/98

KENNETH RICHARDS, CPA
4 Ricci Drive
North Providence, RI 02911
(401) 300-1405
kricci20@gmail.com

SUMMARY A financial executive with broad experience in financial reporting, consolidations and all aspects of general ledger accounting processes. I have a proven record of applying six sigma processes in streamlining month-end close process by improving lead-times and accuracy.

SPECIALIZATIONS Financial Reporting and Audit Management, US GAAP and IFRS Standards, Forecasting and Budgeting, Mergers and Acquisitions, Monthly, Quarterly, Annual Close and Financial Statement Preparation, Cash flow Reporting and Analysis, Corporate and Individual Taxation, Various IRS and Federal Compliance Filings

INDUSTRY EXPERIENCES Software, Manufacturing, High Technology, Consulting Services, Non-Profit Organizations, Financial Services

EDUCATION Certified Public Accountant (CPA) - RI
B.S. Accounting, Cum Laude – Rhode Island College

CERTIFICATIONS Six Sigma Certification

TECHNICAL SKILLS Magnitude Consolidation, Hyperion Financial Management, Hyperion Pillar and Essbase, TM1 (IBM Cognos), Softrax, SAP, Lawson, PeopleSoft, QuickBooks, ProSeries, ATX Tax software, Microsoft Office Suite

EXPERIENCE

January 2009 To present

Dassault Systèmes Simulia Corp., Providence, RI - *3D Realistic Software Simulation and PLM Engineering Company*
Senior Manager Financial Reporting

- Manage all aspects of the monthly close, consolidation and financial reporting per IFRS
- Instrumental in implementing accounting policies and process workflows that improved reporting lead-times and general ledger accuracy
- Provide monthly and quarterly analysis of the general ledger to ensure accuracy and understanding of account balances
- Manage monthly and quarterly consolidated cash flow statements and MD&As
- Manage and monitor foreign exchange risks from intercompany receivables and cash (ASC830 Foreign Currency Matters/FAS52)
- Approver and signatory for ACH, foreign and domestic wire transfers
- Instrumental in finding and resolving past accounting errors that provided capital gains tax savings
- Supervise and train staff on process improvements and new accounting standards literature
- Researched and wrote position papers on business consolidations and equity accounting and revenue recognition (IAS27/IFRS3 – Business Combinations)
- Assisted with implementation of consolidation reporting system and integration into Corporate Shared Services

June 2004 to January 2009 — **Textron Inc. Fluid & Power Division**, Providence, RI - *Multi-industrial Corporation*

Division Accounting Manager

- Managed the timely and accurate preparation of Division's thirty-eight domestic and international legal entities financial statements and consolidation
- Prepared and reviewed Division's quarterly tax forecasts and annual tax return package
- Ensured timely reporting, review and final submission of Division's month-end close results to Textron Corporate Hyperion Financial Management System
- Assisted with implementation and compliance of Textron's Sarbanes-Oxley and control requirements.
- Prepared and implemented companywide accounting policies
- Researched and wrote position papers on contract termination cost (ASC420-formerly FAS146)
- Topic 815 Derivatives and Hedging
- Topic 605 Revenue-Multiple Element Agreements (EITF-0021)

June 2000 to June 2004 — **Analog Devices, Inc.**, Norwood, MA - *Analog, Semiconductor Processing Solutions Company*

Senior Financial Analyst – External Reporting & Internal Audit

- Performed both External Reporting & Internal Audit functions
- Performed monthly worldwide general ledger closing
- Managed the monthly results of eight overseas subsidiaries
- Assisted in the preparation of 10-K, proxy and pension plan reports
- Performed companywide internal control audits and wrote reports for the Audit Committee of the Board of Directors

January 1997 to June 2000 — **Parent, McLaughlin & Nangle**, Boston, MA - *Certified Public Accounting Firm*

Senior Accountant/Auditor

- Prepared audit programs, financial statements with required footnote disclosures and complex corporate tax accruals
- Prepared federal and multi-state tax returns for corporations, trusts, non-profit organizations and individuals
- Led, coordinated and conducted financial statement audits for various companies and non-profit organizations

ADDITIONAL INFORMATION

- Treasurer – non-profit organizations
- President – Richards CPA & Tax Associates (An Accounting and tax solutions company)

Charles A. Watson
58 Warman Avenue
Cranston, R.I. 02920
Phone: 401.461.7183

E D U C A T I O N

Bachelor of Science in Human Development, Counseling and Family Studies **May 1993**
University of Rhode Island, Kingston, Rhode Island 02881
M. Ed. Course Planning, Design, and Development of Adult Learning Systems **May 2010**

P R O F E S S I O N A L E X P E R I E N C E

University of Rhode Island, Kingston, Rhode Island **May 2004-Present**
College of Engineering Louis Stokes Alliance for Minority Participation (LSAMP)
COORDINATOR RECRUITMENT AND RETENTION OF MINORITIES – Provide academic advising, counseling and recruitment of students in the STEM fields (Science, Technology, Engineering, & Mathematics), work with teachers and principals at many high schools to recruit minority high school students to provide school based interactive workshops in engineering; provide budgets with evaluations of student participants; provide liaison of staff and coordination for student participants; develop brochures, flyers and additional publications as needed; assist LSAMP PI in grant proposal(s) preparation and reporting, recruit train and supervise student mentors for the program, provide LSAMP support for minority student organizations within the college of engineering, provide assistance with special events related to the college of engineering's effort to recruit/retain minority students, recruit and placed undergraduate minority students for college of engineering research labs. Successful in working with high schools to recruit minority students for the LSAMP academies and bridge programs;

Community College of Rhode Island, Providence, Rhode Island **August 2004-July 2005**
Educational Talent Search Program
MINORITY COORDINATOR/COUNSELOR – Provide direct advising to project participants; to develop, coordinate, and implement the project's public relations and career counseling component; provide vocational, career and academic advising at post-secondary schools, community based organizations, and appropriate support services.

University of Rhode Island, Providence, Rhode Island **May 2004-July 2005**
Special Programs for Talent Development/Guaranteed Admissions Program
MINORITY ENRICHMENT COORDINATOR/COUNSELOR – Coordinated planning and scheduling of outreach programs, supervised staff and provided direction and feed back; provided academic advising and recruitment of students; conducted formal and informal presentations to prospective students; provided proposals, budgets, documentation of programs services rendered; developed brochures, flyers as needed to secure funding.

Times Squared Academy, Providence, Rhode Island **February 1999- January 2004**
DIRECTOR - Supervised professional and student staff; assessed the cultural, organizational, and academic needs of diverse students; and collaborated with academic departments in the development of multicultural programs and initiatives in math and science; increased participation in learning community; and implementation of integrated student success strategies in reading, writing after-school programs; coordinated athletic program as director, hired staff, conducted workshops, training of staff, plus provided and managed operational budget for athletics. Supervised summer staff; coordinated educational programming for African American, Native American, and Latino middle and high school students.

Providence School Department, Providence, Rhode Island February 1998- February 1999
SUBSTITUTE TEACHER/INTERIM DIRECTOR DANCE– Coordinated dance program for beginners, intermediate, and advance students; coordinated assembles, and other special school functions; conducted out of school programs, such as Rhode Island College School of Dance, and First Night Providence.

Enterprise Rent-A-Car, Cranston, Rhode Island September 1995- January 1998
BRANCH MANAGER - Provided business analysis and advisory opinions in the areas of operating overhead, and payroll; responsible for various administrative tasks and special projects; responsible for marketing of accounts, and account receivables; expanded sales revenue, and mass-market accounts.

The Providence Center, Providence, Rhode Island September 1994-August 1995
CASE MANAGER/COUNSELOR– Developed clinical service plans; developed individual educational programs; managed behavior through pragmatic and individual structure.

Providence School Department, Providence, Rhode Island September 1993-June 1994
Social Studies/English/Math
Coordinated, researched, critiqued, and analyzed literature in preparation for classroom presentations; increased participation in learning community; and implementation of integrated student success strategies in reading, writing, Math and after-school programs.

Key Program Inc., Alternatives for Youth, Providence, Rhode Island January 1991-April 1992
CASE MANAGER - Provided advocacy and protection services to children and their families.

University of Rhode Island, Kingston, Rhode Island June 1990, 1992 & 1993
Special Programs for Talent Development Summer Pre-Matriculation Program
ACADEMIC ADVISOR - Assessed individual student needs and provided student-centered academic and career advisement; managed summer pre-matriculation program; and secured
$1.5 million bond for the construction of the Multicultural Center.

Ocean tides Christian Brother Association,
Narragansett Rhode Island September 1989-June 1990
COUNSELOR - Organized all aspects of course preparation for adjudicated youth; supervised community service projects, and provided individual and group counseling.

OTHER JOB RELATED QUALIFICATIONS

Publication(s)

- Maria V. Caliri ’86, M.B.A. ‘92; A Winning Style “Former Rams defensive back Charles “Chuck” Watson guides children both in and outside of the classroom. URI Publications and Alumni Relations Offices. Division of University Advancement; Quadangles@advance.edu; Last modified Tue, Mar 13, 2001.
- http://stac.ri.gov/assets/124/EPSCoR_Current_issue_02.pdf

- http://www.riepscor.org/broadening_participation.html

Other Significant Publications:

- http://advance.uri.edu/quadangles/win2000/story4.htm

Synergistic Activities:

- 1990-93 Executive Board Rhode Island Community Food Bank, West Warwick, Rhode Island
- 1993-05 Advisory Board Special Programs for Talent Development, University of Rhode Island
- 1999-03 Advisory Committee Bridges to Success Program, Roger Williams University
- 2001-03 Executive Board Alumni Association, University of Rhode Island
- 2006-07 Advisory Committee College of Engineering Making a Case for Engineering I and II, University of Rhode Island
- 2006-08 Assistant Football Coach University of Rhode Island
- 2006- Present Standing Member Alumni of Color Network, University of Rhode Island
- 2008- Present Executive Board Professional Staff Association PSA
- 2008- Present Executive Board for Institutional Research IRB
- 2008- Present Co-Chair College of Engineering Diversity Committee
- 2012- Present Science and Engineering Fellows Committee

Presentation(s)

- "URI Engineering Enter Middle and Elementary Schools in Providence" STEM Module Workshop, Providence, Rhode Island, August 2012
- "Providence Schools" Potential Athletic Scholarship and Economic Climate, Providence Rhode Island, March 2011.
- "URI EGR 105 Intro to Engineering Concepts" Working in the Engineering Global Market as a Diverse Community, Kingston, Rhode Island 2008-Present
- "URI LSAMP and College of Engineering 500 Club Scholarship" Providence Academy of International Studies Graduation, Providence Rhode Island, June 2008.
- "Increasing the Recruitment of STEM Minorities at URI by the LSAMP Program" New England ASEE Meeting, URI, April 2007.
- "Keynote Address Speaker Believing In The Dream" Providence Academy of International Studies Graduation, Providence Rhode Island, June 2007.
- "Graduate School Opportunities for Minority STEM Students" NE-LSAMP Leadership Conference, Northeastern University, April 2006
- "Program Proposal Children Can Acquire Lifelong Skills and Attitudes That Support Many Areas of Learning." Newport Community School Thompson Middle School, Newport, Rhode Island. September 2003.
- "Establishing a Partnership in support of Education and Outreach in Transportation: Implications for Empowerment Practice." Times^2 Academy and Enrichment Program, the Rhode Island Department of Transportation, Providence, Rhode Island., September 2001.

Professional Seminar(s)

- Responsible Conduct of Management Training Workshop; January 2003 Holiday Inn Providence, Rhode Island.
- Leadership Skills Workshop; March 2003 Holiday Inn Providence Rhode Island.
- Diversity Identity & Academic Success and Understanding Identity and Supporting Achievement in Academically Talented Culturally Diverse Students Summit; October 2004 University of Connecticut.
- The Partnership, Inc. 2013 Fellows and Associates Program Boston, MA.

Honors/Activities

- University of Rhode Island Executive Board Alumni Association, Member University of Rhode Island Phi Kappa Psi Fraternity, Presenter of MCC Diversity Life Time Achievement award to recipient Judge Frank Caprio, Division 1-AA Football: University Of Rhode Island, Scholarship 1983-86, Yankee Conference Champions 1984 and 1985, Recognized as one of the top fifty players on the University of Rhode Islands team of the decade from 1980 to 1990, and 2005 University of Rhode Island Inductee Football Hall of Fame, Rhode Island Interscholastic League Athletic Directors Association, Rhode Island High School Coaches Association, Assistant Varsity Football High School Coach Cranston High School East, Assistant Varsity Boys Basketball Coach Cranston High School East, Assistant Varsity Boys Basketball Coach Johnston High School, Assistant Varsity Boys Basketball Coach Davies Vocational High School, Head Varsity Boys Basketball Coach Times^2 Academy.

Computer Skills

MS Office Software, Word Processing, Database Management and Spreadsheet Software

Travel

Willing to travel from site to site while recruiting and developing middle and high school students and can provide my own transportation.

REFERENCES FURNISHED UPON REQUEST

Charles A. Berkley Jr.
154 Forest Avenue, Cranston, RI, 02910
tel: (401)413-2791 fax: (401)461-7210 email: charlesberkley@verizon.net

Profile:
I am a 57 year old African American father of three adult sons: Micah, Noah and Asa. I have been married to my wife, Michele, for 33 years. I was born and raised in the Bronx, New York and am the eldest of six children. I have been a minister of the gospel of Jesus Christ for the last 30 years.

Experience:
Regional Reentry Coordinator January 2013 - present
Gateway Healthcare (Pawtucket)

Adjunct Professor September 2005 - present
Zion Bible College (323 South Main Street, Haverhill, MA)

Senior pastor July 1998 - present
Providence Assembly Of God Church (353 Elmwood Avenue, Providence, RI 02907)

Case Manager September 1995 - January 2012
Self Help Community Action Agency (Riverside, RI)

Senior Pastor September 1993 - September 1995
Maranatha Assembly Of God Church (New Haven, CT)

Assistant Pastor September 1990 - September 1993
Providence Assembly of God (353 Elmwood Avenue, Providence, RI 02907)

Drug and Alcohol Counselor September 1987 - September 1990
Butler Hospital (Providence, RI)

Mental Health Worker September 1980 - September 1987
Butler Hospital (Providence, RI)

Education:
Masters of Divinity September 2003 - May 2015
Gordon Conwell Theological Seminary

- Part-time program

Bachelor Of Science In Marine Biology September 1973 - January 1980
Brown University
College Preparatory September 1969 - June 1973
Cardinal Spellman High School
High School Prep September 1966 - June 1969
Our Lady Of Grace Elementary

Skills:

- Secretary of the National Black Fellowship of the Assemblies of God Fellowship: 2011-present
- Chairman of the Racial and Ethnic Diversity Committee of the Southern New England Ministry Network of the Assemblies of God: 2003-present
- Secretary of the Rhode Island Section of the Southern New England Ministry Network of the Assemblies of God: 2002-present
- Co-chair of the Prisoner Re-entry Initiative of the City of Providence: 2007-2010
- Protestant Chaplain for the Providence Fire Department: 2011-present

References:

Rev. Robert Wise Jr., superintendent - Southern New England Ministry Network
bwise@snedag.org / (508)248-3711

- Rev. Wise is my superior and has been one of my mentors in ministry!

Rev. Fred Felton III, evangelist - Fred Felton Ministries
impactlives316@yahoo.com / (813)469-9223

- Fred is one of my dearest friends!

Kenneth Richards - Providence Assembly of God Church
jrichards20@cox.net / (401)300-1405

1. Kenny is a leader in the church and was treasurer for 10 years!

Other:

- My hobbies include clay sculpturing, fishing, cycling, baking and gourmet cooking. I am presently in the early stages of writing my life story.

MICHELE HILL BERKLEY
154 Forest Avenue
Cranston, Rhode Island 02910
Tel. #: (401) 461-4575
Work #: (401) 462-2860

EDUCATION:

Master of Social Work Degree
Boston University School of Social Work, 2007 **Boston, MA**

2nd Year field Placement: the Counseling Center at Wheaton College, Norton, MA. Provided individual therapy to Wheaton College students and perform outreach work within various campus groups and residences, 24 hours weekly. September 2006- May 2007.

1st Year Field Placement: the Women's Day Treatment Program, Providence center, Pawtucket, RI. Facilitated three weekly groups and the provision of individual therapy to assigned clients, 16 hours weekly. September 2005- May 2006.

Completed three semesters of a six semester program for the Juris Doctor Degree;
Rutgers University School of Law, *1976-1978* **Newark, NJ**

B.A., English and American Literature, 1975
Brown University **Providence, RI**

EMPLOYMENT:Probation and Parole Supervisor, Cranston Probation Office, Cranston, RI**.** Responsible for the training and supervision of Probation Officers and the Senior Work Processing Typist. Responsible for educating staff regarding policy, procedures and practice and to ensure adherence by office staff. Responsible for the assignment of cases, the review of various court reports and provide oversight and direction of work beginning done by staff. Responsible for the development and maintenance of community initiatives through community partnerships in the Cranston Regional area that enhance the rehabilitative process for probationers under supervision in the Cranston Probation Office. To work closely with the Probation Administrator and Assistant Administrator and performing the above responsibilities. January 2009-to August 2011.

Probation and Parole Supervisor, Woonsocket Probation Office, Adult Probation & Parole Department of Corrections, Woonsocket, RI. Responsible for the training and supervision of Probation Officers and the Senior Work Processing Typist. Responsible for educating staff regarding policy, procedures and practice and to ensure adherence by office staff. Responsible for the assignment of cases, the review of various court reports and provide oversight and direction of work beginning done by staff. Responsible for the development and maintenance of community initiatives through community partnerships in the city of Woonsocket that enhance the rehabilitative process for probationers under supervision in the Woonsocket Probation Office. To work closely with the Probation Administrator and Assistant Administrator and performing the above responsibilities. January 2009-to August 2011..

Probation and Parole Officer II, Woonsocket Probation Office, Department of Corrections, Woonsocket, RI. May 2008-January 2009.
To provide case management services to sex offenders placed on probation by the court; to provide the court with reports as requested; complete comprehensive assessments on sex offender probationers for use in monitoring them in the community; to be a liaison for probationers seeking services from community mental health agencies and other community resources to address court ordered special conditions.

Probation and Parole Officer II, Parole Unit, Adult Probation & Parole, Department of Corrections, Cranston, Rhode Island. July 2001-May 2008. To provide case management services to sex offenders placed on parole by the RI Parole Board. To act as a liaison for parolees seeking services from community agencies and resources to address RI Parole Board & Court mandated special conditions.

Probation and Parole Officer II, Sex Offender Unit, Adult Probation & Parole, Department Of Corrections, Cranston, Rhode Island. December 1997- June 2001. To provide case management services to sex offenders placed on probation by the court; to provide the court with reports as requested; complete comprehensive assessments on sex offender probationers for use in monitoring them in the community; to be a liaison for probationers seeking services from community mental health agencies and other community resources to address court ordered special conditions;

Probation and Parole Counselor II, Juvenile Probation, Department, Department for Children, Youth, and Families, Providence, Rhode Island. March 1997-December-1997. To provide case management services to juveniles place on probation by the RI Family Court; to provide the court with reports as requested; to be a liaison between probationers and community services regarding court ordered counseling and community service hours; to monitor probationers in the community;

Social Caseworker II, Department of Children, Youth, and Families. September 1989-March 1997. To provide case management services to families; to complete comprehensive assessments on at risk families; to design a case plans for at risk families; to monitor at risk children at home
and in placements; to provide progress reports on families to the RI Family Court;

Teacher, Dayspring Christian Academy, South Attleboro, MA. September 1986-June 1988. To instruct a fourth and fifth grade curriculum to approximately fifteen students; To prepare weekly lesson plans; To prepare quarterly report cards on the students; To provide tutorial assistance for needy students;

Berkley, Michele
Resume
Page 3

Court Liaison, Marathon House Diagnostic Assessment Center for adolescents, Marathon House, Inc. Providence, RI. August 1981-August 1982. Responsible for interviewing clients and their families; to establish case records on clients; to be the liaison for the program in the RI Family Court; supervise staff members as needed;

Administrative Assistant, Marathon Group Home, Marathon House, Inc. Providence, RI. August 1979 - July 1981. To maintain the case records of clients; to interview perspective clients and their families; to be the liaison person for the program at RI Family Court hearings; To manage the program's petty cash fund;

VOLUNTEER WORK:

I am a member of the RI Sex Offender Taskforce and the Northwestern Prisoner Reentry Council. I am an active member of the Providence Assembly of God Church in Providence, RI, where I am in ministry with my husband Reverend Charles A. Berkley, Jr. I am involved in the teaching, music and counseling ministries in the church.

PERSONAL INTERESTS:

I am an avid reader and also enjoy spending time with family and friends.

****References upon request***

LOVERN R. MOSELEY, PhD

1 Harvest Terrace Apt 1
Boston, MA 02125
(267) 496-6180
Lrm_d@hotmail.com

EDUCATION:

Temple University - Philadelphia, PA
Doctor of Philosophy Degree in Counseling Psychology, APA Accredited, May 2009
Dissertation: Resilience in the Lives of African-American Men and Women Reared in Substitute Care.

La Salle University - Philadelphia, PA
Master of Arts Degree in Human Services Psychology, August 1995

Union College / Nebraska Wesleyan University - Lincoln, NE
Bachelor of Science Degree in Psychology May 1993.

LICENSURE & CERTIFICATION:

Massachusetts Psychology License # 9543; current
Massachusetts Certification as Health Service Provider # 9543; current

CLINICAL EXPERIENCE:

Employment & Training

Boston Medical Center – Section of Child & Adolescent Psychiatry, Boston, MA
(September 2012 - Present)
Licensed psychologist in the Section of Child and Adolescent Psychiatry at Boston Medical Center. Site Director of Boston University Center for Multicultural Psychology Training and Boston University Mental Health Counseling Training. Providing direct supervision for the aforementioned training programs. Also faculty lecturer in the Psychiatry Residency Training Program and Preceptor in the Pediatric Neurology Residency rotation program. Providing evidenced based treatment for Traumatic Exposure, Depression, Anxiety, Disruptive Behavior Disorders Oppositional Defiant Disorder specifically, Parent Management Training, Cognitive Behavioral Therapies Including Trauma Focused-CBT, as well as Individual and Family therapy. Pending approval, appointment as Assistant Professor of Psychiatry at Boston University School of Medicine.

Boston Medical Center – Section of Child & Adolescent Psychiatry, Boston, MA
(January 2009 – August 2012) **Post Doctoral Training**
Provided trauma informed outpatient individual, family and group therapy to a largely urban, multicultural population within a multidisciplinary framework. Treatment focus is primarily in the area of trauma, anxiety, mood and disruptive behavior disorders utilizing cognitive-behavioral, supportive and play therapy approaches and parent training. Co-designed and co-led parent training groups for parents of latency aged boys. Co-led a social skills group for latency-aged boys. Designed a parent training curriculum for parents of preschool aged children. Served on the Consultation and Liaison (CL) service which collaborates with the in-patient pediatric department to provide psychiatric consultation around assessment, diagnosis, management and disposition planning services for medically ill patients on the in-patient pediatric units. Also served in the capacity of Junior Attending to pre-doctoral interns on the CL service.

Germantown Psychological Associates – Philadelphia, PA
(May 2005 – January 2010 & February 2010 – Present)
Co-founder and Chief Operations Officer for a successful private practice firm providing consultation, comprehensive outpatient and school-based mental health services in the Greater Philadelphia area. Provided outpatient trauma focused individual, family and couples therapy to children, adolescents and adults of varying socioeconomic levels. Currently operating as a consultant for the firm.

Silver Springs - Martin Luther School - Foster Family Care, Plymouth Meeting, PA.
(February 2001 – January 2009 & June 2005 – January 2009)
Therapist for the Treatment Foster Care (TFC) and Community Residential Rehabilitation (CRR) programs. CRR Host Home therapist position began June 2005. Provided trauma-focused assessment, family support, individual and family psychotherapy services to children and their biological, adoptive or foster families in the home, school or community. Formulated treatment plans and carried out indicated action steps to achieve therapeutic goals. Assigned cases and provide direct supervision to the CRR Mental Health Worker. Participated in a Trauma Focused – Cognitive Behavioral Therapy (TF-CBT) Learning Collaborative through The National Child Traumatic Stress Network (NCTSN). Provided clinical supervision in the implementation of TF-CBT in the foster care department.

Silver Springs - Martin Luther School – Partial Hospital Program, Plymouth Meeting, PA.
(July 2004 – June 2005)
Conducted admissions, assessment and individual counseling services and family support for children ages 8 to 13 requiring Partial Hospital support. Conducted biopsychosocial evaluation for incoming clients. Collaborated with attending psychiatrist regarding medication management for youth in the program. Developed program activities. Formulated treatment plans and carried out indicated action steps to achieve therapeutic goals. Provided support and supervision to mental health workers.

The Devereux Foundation – Gateway Treatment Center, Newtown Square, PA
(September 2003 – July 2004)
Worked within an interdisciplinary team framework to plan and provide individual, family and group psychotherapy, crisis intervention, milieu therapy, case management, psychological testing and treatment planning for adolescent girls' ages 10 to 15 with emotional and behavioral disorders in a residential treatment facility. Provided direct consultation to the residential and educational programs.

The Devereux Foundation – Institute of Clinical Training and Research
Mapleton Treatment Programs, Malvern, PA
(September 2002 – August 2003) **Pre-doctoral training**
Completed 2,574 hours of Pre-doctoral training for the APA accredited pre-doctoral internship. Administered and interpreted psychological tests and assessments with comprehensive training and supervision. Provided therapeutic services within an interdisciplinary team framework. Provided individual, family and group psychotherapy, crisis intervention, milieu therapy, and case management. Co-designed and co-led a Dialectical Behavioral Therapy (DBT) group for adolescent females. Provided direct consultation to the residential and educational programs. Conducted case presentations. Received group and individual supervision. Designed and completed an outcome research project. Participated in weekly training seminars with the intern group.

Northeast Treatment Centers - Philadelphia, PA,
(June 1999 - February 2001)
Provided individual and family therapy services to children and their families in the home and in the community. Collaborated with a three-member team to provide wrap-around care for clients. Received group supervision monthly. Participated in case presentations and consultation.

Wordsworth Human Services - Comprehensive Family Based Services Elkins Park, PA
(July 1995 - May 1998).
Provided in-home SCOH (Services to Children in their Own Home) services. Conducted case management, life skills training, counseling, court advocacy and assessment of families referred by the Department of Human Services (DHS). Attended child welfare trainings.

The Women's Crisis Center - Nassau, Bahamas
(Summer 1993)
Provided rape and crisis counseling to women and children. Provided individual marital, family and group psychotherapy with children and adults. Provided court advocacy to children testifying after an assault.

Supervisory Experience

Boston Medical Center – Section of Child & Adolescent Psychiatry, Boston, MA
(January 2010 – Present)
Provided supervision to pre-doctoral interns and social work interns involved in co-facilitating the Parent Management Training Groups. Provided feedback to the Director of Child Psychology Training Regarding the interns skills and performance during the groups series as well as experience of the interns during the didactic lecture series. Direct supervision to the Boston University Mental Health Counseling Intern.

Silver Springs - Martin Luther School - Foster Family Care, Plymouth Meeting, PA.
(June 2005 – January 2009)
Formulate treatment plans for CRR Host Home cases indicating role of CRR Mental Health Worker. Assign cases and provide direct supervision to the CRR Mental Health Worker.

Temple University - Philadelphia, PA
(January 2001 - May 2001)
Provided weekly individual supervision for one counseling psychology master's level student with a caseload of four to six child and adolescent clients. Audio-taped sessions were reviewed during supervision. Participated in group supervision as part of doctoral level training.

Wordsworth Human Services - Comprehensive Family Based Services. Elkins Park, PA
(March 1997 - April 2000)
Provided direct supervision to a staff of four to six case managers with a caseload of eight to twelve families. Conducted intake and assessment of families referred by the Department of Human Services (DHS). Led staff meetings. Conducted staff development training. Interviewed and trained new staff.

Field Placement

Silver Springs - Martin Luther School - Foster Family Care, Plymouth Meeting, PA.
(September 2001 – May 2002)
Provide assessment, family support, individual and family psychotherapy services to children and their biological, adoptive or foster families in the home, school or community. Formulate treatment plans and carry out indicated action steps to achieve therapeutic goals. Perform foster parent training workshops when needed.

Bradley Community Counseling Clinic - Temple University - Philadelphia, PA
(August 2000 - September 2001)
Provided psychotherapy to adults, children and families from the Philadelphia metropolitan area and surrounding suburbs. Received live and delayed supervision via closed circuit television and videotape.

Bradley Vocational Counseling Clinic - Temple University - Philadelphia, PA
(August 2000 - September 2001)
Administered and interpreted vocational test batteries for a diverse population of clients within a five-session holistic model of counseling. Received both live and delayed supervision through closed circuit television and videotape.

The Center for Cognitive Therapy - University of Pennsylvania - Philadelphia, PA
(September 1994 - August 1995)
Completed 509.5 hours of field placement. Conducted comprehensive diagnostic intake evaluations Using the SCID for the DSM III-R. Generated a thorough report including the multi-axial assessment for each client. Provided individual psychotherapy with adults. Received weekly individual supervision as well as monthly group supervision with Dr. Aaron T. Beck.

WICS (Women in Community Service) - Lincoln, NE
(Fall 1992).
Completed 200 hours of field placement. Served as a mentor to at risk adolescent girls ages 12 to 19 living in a group home setting. Supported recovery from abuse and neglect as well as eating disorders, gender identity disorder and self-mutilation. Led life--skills training groups and workshops.

TEACHING EXPERIENCE

Boston Medical Center – Section of Child & Adolescent Psychiatry, Boston, MA
(January 2009 – Present)
Taught the following Evidenced Based Treatment modules for the Pre-Doctoral Internship Program:, Trauma Focused Cognitive Behavioral Therapy; Childhood Traumatic Grief; Parent Management Training; Consultation / Liaison Series: Behavioral Management on a Pediatric Floor; Suicide Assessment; Medical Coping; Clinical Agitation and Delirium Lecturer in the Boston University School of Medicine Psychiatry Resident Training Program.

Alvernia College – Philadelphia, PA
(August 2007 – December 2008)
Director: Ray Jacobucci, M.Ed.
Adjunct lecturer in the Continuing Education Department of the Philadelphia Center. Taught Crisis Intervention and Case Management courses in the Behavioral Health Undergraduate Degree program.

OTHER EXPERIENCE:

Union College - Reese Hall, Women's Dormitory - Lincoln, NE
(August 1992 - June 1993)
Supervised women in the dormitory. Substituted for women's dean on a rotating schedule. Conducted religious programs monthly. Supported women in crisis and made referrals when needed.

Sandilands Rehabilitation Center - Nassau, Bahamas
(Summer 1990)
Supervisor: Clarabella Gardiner, MD
Co-conducted group therapy with men and women on an in-patient drug and alcohol rehabilitation unit.

Princess Margaret Hospital - Medical Social Services Nassau, Bahamas
(Summer 1987 & Summer 1988)
Gathered data during in-home visits and provided information for families in crisis. Provided medical referrals for indigent individuals in the community.

RESEARCH:

Temple University –Philadelphia, PA
(July 2004 – December 2008)
Doctoral Dissertation Chairperson / Advisor: Portia Hunt, Ph.D.
Resilience in the Lives of African-American Men and Women Reared in Substitute Care.
Exploratory qualitative study utilizing Interpretative Phenomenological Analysis to examine the lived experience nine African-American men and women who spent a significant amount of their childhood and adolescent years in the foster care system and the effects on their adult development.

The Devereux Foundation – Villanova, PA
(January 2003 – August 2003)
Program Director: Howard Jarden, Ph.D., Clinical Director Devereux Beneto Programs.
Using a Strength-Based Model to Predict Positive Outcomes for Adolescents Receiving Mental Health Treatment in Devereux Residential Treatment Facilities.
Developed a multi-modal research study to determine the factors believed to be associated with successful treatment outcomes for adolescents' ages 13 – 18 being treated in a residential treatment facility addressing significant emotional and disruptive behavioral disorders. Presented research findings at the end of the Pre-doctoral training year.

Temple University - Philadelphia, PA
(September 1999 - August 2000)
Project Director: Suni Petersen, Ph.D.
Resilience and Spirituality in Older Males: A Cross-Cultural Comparison
Co-developed a qualitative research study to determine the factors which foster resiliency in the lives of elderly men. Conducted and transcribed interview with an 80 year old male participant in the study.
Collaborated with research team to collect and analyze the data and write the manuscript.

Nebraska Wesleyan University - Lincoln, NE
(January 1993 - August 1993)
Advisors: Dr. Christopher Olson & Dr. Clifford Fawl
Senior Research Project: Gender role and its Influence on the Primacy Effect
Developed an experimental study to fulfill the requirements of the bachelors degree. Examined whether gender role impacted the concept of the primacy effect. Conducted all aspects of research design and analysis of data and presentation of findings.

PRESENTATIONS, TRAINING & CONSULTATIONS:

David R DeMaso, MD, **Lovern R Moseley, PhD**, & Heather J Walter, MD, MPH (March 2012). Building Bridges of Understanding. Training presentation through the Massachusetts Child Psychiatry Education Program for Foster Parents to enhance foster parents' understanding of the mental health needs of children in foster care and increase confidence in their ability to manage the mental health needs of children in foster care.

Rudolph A. Moseley, Jr., MEd, **Lovern R. Moseley, PhD** (November 2010). Improving Engagement In Schools: A Workshop for Educators & Administrators; Improving Academic Performance and Parental Involvement & Having a Trauma Informed Approach in the Academic Setting. Workshop presentations through Moseley International Consulting Group designed for educators to increase skills around improving collaborations between parents and schools and to increase understanding of the impact of trauma on behavioral issues and academic achievement.

Moseley, L. R. (December 2007) Depression across the developmental lifespan. Workshop presentation at "Breaking the Silence: A Summit on Behavioral Health in the African American Community". Conference hosted by State Senator Vincent Hughes, Philadelphia, PA.

Moseley, L. R. & Myers, M. (May 2006) Using a strengths-based, trauma-informed approach with childhood traumatic grief. Case presentation at the Silver Springs - Martin Luther School Annual Staff Training: Trauma-Informed Principles in Action Through Our Own Strengths, Skills and Compassion.

Temple University - Philadelphia, PA
Supervisor: Gordon Hart, Ph.D., Licensed Psychologist
Moseley Dixon, L. R. (April, 2001). Recognizing behavior problems in children. Impacting Your World Christian Center. Philadelphia, PA.

Temple University – Philadelphia, PA
Moseley Dixon, L. R., Sherman-Slate, E., Cox, C. A., von Zuben, F. C., Colavita, D. F., & Sapadin, K. (August, 2000). Resilience and spirituality in older males: A cross cultural comparison. Poster session at the 108th Annual Convention of the American Psychological Association. Washington, DC.

La Salle University - Philadelphia, PA
Independent Study: August 1993 - August 1994
Project Director: Robert Chapman, Ph.D.
Families under the influence. Collaborated with the alcohol and other drug program coordinator to design and facilitate a psycho-educational group for La Salle University students who identified as Adult Children of Alcoholics (ACoA).

OTHER ACTIVITIES:

Board of Directors - Engineering Early College Academy – November 2012 - Present
Board of Directors-Advisor: Esthers of Tomorrow 2009 – Present
Board of Directors: Bread of Life International Worship Center 2009 - Present
Board of Directors: Bear Ye One Another's Burden's Family Ministry Church 2004 - Present
Church Administrator: Bear Ye One Another's Burdens Family Ministry Church 2004 – 2009.
Golden Key International Honour Society, Temple University Chapter
Human Services Psychology Program, Student Representative: La Salle University 1993-1995.
Ebony Cords Minority Relations Club, President: Union College 1992 - 1993.
Ebony Cords Minority Relations Club, Member: Union College 1989 - 1993.
Science and Mathematics Club, Member: Union College 1989 - 1993.
Health Professions Association, Member: Union College 1991 - 1992.
Junior Class Officer, Parliamentarian: Union College 1991 - 1992.

PROFESSIONAL ASSOCIATIONS:

American Psychological Association.
American Association of Christian Counselors
American Counseling Association

Shontay Delalue King, M.Ed.

Director of the Intercultural Center

Bryant University

Education:

Bachelor of Communication, University of Maine - 2000

Master of Education, University of Maine – 2003

Ph.D. student in Education, (joint program) University of Rhode Island and Rhode Island College – 2009 cohort

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Specialization:

- Educational Counseling
- Self Awareness and Identity Formation
- Cultural Awareness

Shontay Delalue King has been working in the education field for over a decade. Her work spans both cultural and geographical regions. Born and raised in an urban area of Northern New Jersey, she ventured out to Maine to pursue an undergraduate degree having never been in New England prior to her studies. Despite having to deal with tremendous culture shock and various other barriers, she excelled to become a leader on campus and in the region.

Over the years, she has used her voice as a weapon to confront inequalities in education. In 1998, she was one of the founders of the ALANA (African, Latino/a, Asian, Native American) Center, the University of Maine's ***first*** building dedicated to the support and advocacy of students of color; an institution that was founded in 1865. Immediately upon graduating, Shontay served as an Admission Counselor and was quickly promoted to Assistant Director and Coordinator of Minority Recruitment. Because of her contributions both as a student and a professional, you can see her picture hanging in the center as a reminder to all UMaine students, faculty and staff to continue to fight for social justice, equality and change.

After leaving Maine, Ms. Delalue King spent a couple of years in Juneau, Alaska working at the University of Alaska Southeast. There she wore many hats including Director of Admissions and Coordinator of the Dual Enrollment Program where qualified middle and high school students took college level courses. She had the privilege of traveling throughout the state to many of the villages where aspirations of obtaining a college degree let alone finishing high school were disproportionately low. Through a 3-year, $1million grant, she and a team of experts created and promoted the *Trailguide Program: Life After High School*. It encouraged students (in particular Alaskan Native and low-income children) to set their sights high and be the first in their families to attend college. She helped launch a campaign where all regional 5th graders

were brought onto campus to give them early exposure to the college atmosphere. Each child was given a back-pack that stated, "I'm going to college".

In 2005, Shontay relocated back to the East Coast and assumed a position at the Metropolitan Regional Career and Technical Center (The Met) in the urban district of the south side of Providence, RI. There she served as a College/Transition counselor to many 1st generation aspiring college students who had very little to no family support. Her role changed to become a social/emotional counselor due to the demands of mental and personal health issues the students and the families that she worked with faced. Her tenure there ended when she accepted the position as the Director of the Intercultural Center at Bryant University where she could take all of the experiences she'd gained, both personally and professionally, to help promote the mission and vision of the University and Center which is to bring worlds together one student at a time.

Shontay was accepted into the joint Ph.D. in Education program at the University of Rhode Island and Rhode Island College in the 2009 cohort. Her plans are to explore the evolution of racial identity of students with ethnic roots from throughout the African Diaspora on predominately white campuses in the U.S. She resides in Pawtucket, RI with her husband and daughter and enjoys attending church, volunteering in the community and traveling extensively all over the country and world!

Vinka Oyanedel Craver
Department of Civil and Environmental Engineering
University of Rhode Island
Kingston, RI
Office: (401) 874-2784
craver@egr.uri.edu

EDUCATION

Post-Doc Civil and Environmental Engineering , University of Virginia. 2004-2007
Ph.D., Chemical and Environmental Engineering, Universidad de Santiago de Compostela (Spain). Fall 2002. Dissertation: Development of high capacity hybrid biological reactors for wastewater treatment.
M.Sc., Biochemical Engineering, Universidad Catolica de Valparaiso (Chile), Spring 2000. Thesis: Circulating floating bed reactors for the simultaneous removal of organic and nitrogenous compounds.
B.S., Biochemical Engineering, Universidad Catolica de Valparaiso (Chile), Fall 1998. Senior thesis: Partial nitrification in airlift bioreactors.

RELEVANT RESEARCH EXPERIENCE

Assistant Professor **2008-present**
Department of Civil and Environmental Engineering, University of Rhode Island

- Application and implication of the use of nanotechnology on environmental engineering applications
- Sustainable practices on wastewater treatment facilities
- Point-of-use water technologies for developing communities
- Transportation related environmental issues in DOT facilities.

Research Associate **2004-2007**
Department of Civil and Environmental Engineering, University of Virginia

- Run-off stormwater management at VDOT salt storage facilities: treatment and/or recycling of stormwater runoff contaminated with high concentrations of sodium chloride and lubricants.
- Engineering properties of organoclays: studying the simultaneous sorption of heavy metal and non-polar organic compounds onto modified clay minerals.
- Point-of-use technologies for drinking water treatment: studying ceramic filters and natural coagulants as point-of-use technologies for sustainable water treatment in rural developing communities.

Graduate Research Assistant **1998-2002**
Department of Chemical Engineering, University of Santiago de Compostela

- Development of a hybrid reactor to improve the nitrogen removal capacity in municipal wastewater treatment plants.

HONORS AND AWARDS

Rudolph Hering Medal. American Society of Civil Engineering 2012
Service & Outreach Excellence Award. College of Engineering. University of Rhode Island 2012
Ethic Fellow. John Hazen Sr. Center for Ethic and Public Service. University of Rhode Island 2011
Grand Challenge Fellow. General Education Task Force**.** University of Rhode Island 2010
Jack Dillard Award. Best paper. Virginia Transportation Research Council 2008
Jack Dillard Award. Best paper. Virginia Transportation Research Council 2006
Iberoamerican Graduate Fellowship. University of Santiago de Compostela, Spain 1999-2002
Alfa BI-EURAM Graduate Fellowship. ***European Community*** 1998-1999
Award "25 Años" (25 Years) Dept. of Biochemical Eng. Catholic University of Valparaiso, Chile 1998

PUBLICATIONS

Book Chapter

1. R. Chamy, **V. Oyanedel**, D. Jeison, and J.L. Campos (2003) "Organic matter removal by biological processes". Advances in Environmental Technology: Treatment of liquid and solid wastes. 27-113. ISBN: 956-17-0341-6 (in Spanish)

Patents

1. J.M. Garrido, R Mendez, **V. Oyanedel**. (2006) Membrane assisted hybrid reactor for industrial and municipal wastewater treatment. EP 1 484 287 B1. European Patent Office

Peer-reviewed archival journal publications

- H. Zhang, J.A. Smith and V. Oyanedel-Craver (2012) The effect of natural water conditions on the antibacterial performance and stability of silver nanoparticls capped with different polymers. Wat. Res. 46(3), 691-699
- H. Zhang and V. Oyanedel-Craver (2012) Evaluation of the disinfectant performance of silver nanoparticles in different water chemistry conditions. J. Environ. Eng 138(1), 58-66
- L. S. Abebe, S. Narkiewicz*, A. Singo, J. Brant, V. Oyanedel-Craver, S. Amidou, M. Conaway, J. Smith, and R. Dillingham (2012) Ceramic Water Filters Impregnated with Silver Nanoparticles as a Point-of-Use Water-Treatment Intervention for HIV-Positive Individuals in Limpopo Province, South Africa: Technological Performance and Human Health Benefits. (Submitted)
- E. Fauss, R.MacCuspie, V. Oyanedel-Craver, J.A. Smith and N. S. Swami (2012) Effect of surface functionalization and water chemistry on the disinfection action of size-scaled silver nanoparticles. Environmental Science and Technology. (Submitted)
- C. Krause, V. Oyanedel-Craver, D. Ren, and J. A. Smith (2011) Effect of Silver Nanoparticle Concentration and Size on E. coli Disinfection Kinetics. Journal of Hazardous Materials. (in review) (IF: 3.725)
- E. Kallman, V. Oyanedel-Craver, and J.A. Smith (2011) Ceramic Filters Impregnated with Silver Nanoparticles for Point-of-Use Water Treatment in Rural Guatemala. Journal of Environmental Engineering, 136 (6) 407 – 415 (IF: 1.267)
- G. M. Fitch, V. Oyanedel-Craver, S. L. Bartelt-Hunt, M. Fuller, and J. A. Smith (2009) Salt-water recycling for brine production at road-salt storage facilities. Environmental Progress and Sustainable Energy, 28 (4) 565-575
- V. Oyanedel-Craver, V. Lazarova, J.M. Garrido and R. Mendez (2009) Comparative study between a hybrid and a biofilm system for the treatment of highly loaded wastewaters. Journal of Environmental Engineering, 135 (5) 351-359 (IF: 1.267)
- V. Oyanedel-Craver, Michael G. Fitch and J. A. Smith (2008) Recycling of salt-contaminated storm-water runoff for brine production at VDOT road-salt storage facilities: Transportation Research Record: Journal of the Transportation Research Board, No. 2055, Transportation Research Board of the National Academies, Washington, D.C., 99-105
- S. Miller, E. Fugate, V. Oyanedel-Craver. J. Smith, and J. Zimmerman (2008) Sustainable point-of-use water treatment technology for developing communities: application of Moringa oleifera, and Opuntia spp. as natural coagulant. Environmental Science and Technology 42 (13), 4274-4279 (IF: 4.825)
- V. Oyanedel-Craver, and J. A. Smith (2008) A sustainable colloidal-silver-impregnated ceramic filter for point-of-use water treatment. Environmental Science and Technology 42 (3), 927-933 (IF: 4.825)
- V. Oyanedel-Craver, M. Fuller and J.A. Smith (2007) Simultaneous sorption of benzene and heavy metals onto two organoclays. Journal of Colloid and Interface Science 309, 485–492 (IF: 3.066)

- V. Oyanedel-Craver and J.A. Smith (2006) Effect of quaternary ammonium cation loading and pH on heavy metal sorption to two organobentonites. Journal of Hazardous Materials, 137 (2), 1102-1114 (IF: 3.725)
- F.D Tillman, S.L. Bartelt-Hunt, V.A. Craver, J.A. Smith and G.R. Alther. (2005) Relative Metal Ion Sorption on Natural and Engineered Sorbents: Batch and Column Studies. Environmental Engineering Science, 22 (3), 400-410 (IF: 1.041)
- V. Oyanedel-Craver, G. Ruiz, and R. Chamy (2005) Nitrite accumulation in activated sludge and airlift reactors: process performance comparison. Environmental Engineering Science, 22 (4), 450-458 (IF: 1.041)
- P. Artiga, V. Oyanedel, J.M. Garrido and R. Mendez (2005) An innovative biofilm - suspended biomass hybrid membrane bioreactor for wastewater treatment. Desalination 195, 171-179 (IF: 1.851)
- V. Oyanedel, J.L. Campos, J.M. Garrido, V. Lazarova and R Mendez (2005) Development of a membrane assisted hybrid Bioreactor for ammonia and COD removal in wastewater. Journal of Chemical Technology and Biotechnology, 80, 206-215 (IF: 1.818)
- P. Artiga, V. Oyanedel, J.M Garrido and R. Mendez. (2003) A novel titrimetric method for monitoring toxicity on nitrifying biofilm. Water Science and Technology, 47 (5), 205-209 (IF: 1.056)
- V. Oyanedel, J.M. Garrido and R. Mendez. (2003) Novel hybrid bioreactors for wastewater treatment. Ingenieria Quimica, 401, 171-178 (in Spanish)
- V. Oyanedel, J.M. Garrido., J.M. Lema and R. Mendez (2003) A membrane assisted hybrid bioreactor for the post treatment of an anaerobic effluent from fish canning factory. Water Science and Technology, 48 (6), 301-309 (IF: 1.056)

Non-refereed Scientific Publications and Technical Reports

- J. Rayner, H. Zhang and V. Oyanedel-Craver (2012) Sections 2.4 and 4 in Investigation into the effects of Manufacturing Variables on the Microbiological Efficacy of Ceramic Pot Filter Material, Ed.1 Seattle, WA, USA, PATH.
- V. Craver. (2011) Silver nanoparticles chapter in Best Practice Recommendations for Local Manufacturing of Ceramic Pot Filters for Household Water Treatment, Ed. 1. Atlanta, GA, USA: CDC.
- G.M. Fitch, **V.O. Craver**, and J.A. Smith. (2008) Recycling of salt-contaminated storm-water runoff for brine production at VDOT road-salt storage facilities.
- G.M. Fitch, **V.O. Craver**, and J.A. Smith. (2008) Assessment of soil and wash-water quality beneath salt-spreader storage racks: lubricant and salt quantification.
- G.M. Fitch, **V.O. Craver**, and J.A. Smith. (2006) Potential use of reverse osmosis in managing saltwater waste collected at road-salt storage facilities: Virginia Transportation Research Council, VTRC 06-R26, 20 p. http://www.virginiadot.org/vtrc/main/online_reports/pdf/06-r26.pdf.

Conference proceedings (last three years, 53 total)

- V. Oyanedel-Craver and H. Zhang (2012) Mechanistic evaluation of the antimicrobial properties of silver nanoparticles. 2012 CBET grantee conference, Baltimore, MD.
- V. Oyanedel-Craver (2012) Challenges for the implementation of point-of-use water technologies in rural developing communities: A gender perspective. Environmental and Water Resources Institute-ASCE. Albuquerque, NM (invited)
- Nanotechnology in the Environmental Engineering Curriculum (2011). Environmental Engineering Education Interamerican Conference, Valparaiso, Chile
- S. Sanchez, B. Wenskowicz, G. Ruiz and V. Oyanedel-Craver (2011) Evaluation of the Performance and Environmental Impacts of the Codigestion Process on Municipal Anaerobic Digesters .Annual North East Residuals & Biosolids Conference & Exhibit. Massachusetts.

- L.A. Schifman, T.B. Boving, Vinka Craver, and V. Kasaraneni (2011) Fate and remediation of PAHs in receiving soils and stormwater throughout the State of Rhode Island. Northeast Private Well Symposium, Massachusetts.
- Evaluation of the Performance and Environmental Impacts of the Codigestion Process on Municipal Anaerobic Digesters (2011).V. Oyanedel-Craver, B. Wenskowicz, G. Ruiz, S. Sánchez. Anaerobic Digestion Latinamerican Workshop. Brazil
- Varun Kasaraneni, Vinka Oyanedel Craver. Porous Concrete Research Facility: Winter Performance and Enhancement of Pollutants Removal . 24th RI Transportation Forum University of Rhode Island, RI October 28 2011
- Tom Boving, Vinka Oyanedel Craver, Leon Thiem, Varun Kasaraneni, Hui Chen, Laura Schifman. Rhode Island Storm Water Demonstration Facility. Discovery@URI. University of Rhode Island, RI. April 13, 2011.
- V. Oyanedel-Craver, D. Ren, H, Zhang, C. Krause, J. A. Smith (2011) Bacterial disinfection using silver nanoparticles: kinetic and water chemistry considerations. Nano and Water 2011, Ascona, Switzerland *
- V. Oyanedel-Craver, H. Yu, C. Krause, S. Narkiewicz, H. Zhang, J. A. Smith (2011) Silver nanoparticles impreganted into ceramic water filters: bacterial and virus removal and local materials effect on silver sorption. Nano and Water 2011, Ascona, Switzerland
- V. Oyanedel-Craver, H. Zhang, S. Narckiewicz (2011) Evaluation of Different Silver Compounds Applied to Point-of-Use Ceramic Water Filter. Ceramic Water Filter Workshop, WEF Disinfection 2011, Cincinnati, Ohio
- C. F. H. Krause, V. Oyanedel-Craver, J. A. Smith (2011) A Characterization of Bacterial Disinfection Kinetics Using Silver Nanoparticles. Conference Proceedings WEF Disinfection 2011, Cincinnati, Ohio
- H. Yu, C. Krause, V. Oyanedel-Craver, E. Fauss, N. Swami, J. A. Smith (2011) Impact of Silver Nanoparticle Concentration and Size in Colloidal-Silver-Impregnated Ceramic Filters for Point-of-Use Removal of E. coli and MS-2 Phage. Conference Proceedings WEF Disinfection 2011, Cincinnati, Ohio
- Jellison, K, Napotnit, J., Smith, N., Doup, K., Rayner, J., Schubert., Oyanedel-Craver, V., Lantagne, D. (2011) Evaluating the impact of production variable on the effluent of ceramic pot filters. Ceramic Water Filter Workshop, WEF Disinfection 2011, Cincinnati, Ohio *
- Oyanedel-Craver, V., Kohm, S., Singer, R., (2011) Environmental Implication of Graffiti Removal Techniques. Transportation Research Board Conference. Washington D.C.*
- Lee, K-W, Oyanedel-Craver, V., and Kohm, S. (2010) Cool Pavements as Sustainable Approaches for Green Streets and Highways. ASCE Transportation and Development Institute. Green Streets and Highways Conference. Denver, Colorado*
- Oyanedel-Craver, V (2010) Sorption of Silver Compounds on Ceramic Water Filters. Workshop "Measuring Up to Sustainable Water" sponsored by NIST, Alexandria, Virginia (invited presentation)
- Zhang, Hongyin and V. Oyanedel- Craver. "Effect of Water Chemistry on Disinfection Performance of Silver Nanoparticles (Abstract)." Abstracts of Papers of the American Chemical Society. 2010. ENVIR-260
- Smith, J.A, Abebe, L., Oyanedel-Craver, V., Dillingham, R., Kallman E., Mashao, B., Narkiewicz, S and Samie, A., (2010) World Environmental and Water Resources Congress 2010. Environmental and Water Resources Institute of the American Society of Civil Engineers. Providence RI.*
- Oyanedel-Craver, V (2010) International Engineering Program at the University of Rhode Island. World Environmental and Water Resources Congress 2010. Environmental and Water Resources Institute of the American Society of Civil Engineers. Providence RI.*
- Oyanedel-Craver, V., Miranda, M., Narkiewicz, S., and Li, X. (2009) Evaluation of different silver compounds applied to point-of-use ceramic water filters. WaTER conference. University of Oklahoma*

- Oyanedel-Craver, V., Narkiewicz, S., and Li, X. (2009) Green synthesis of silver nanoparticles. WaTER conference. University of Oklahoma
- Smith, J.A, Yu,H., Kallman E., and Oyanedel-Craver, V (2009) Field and laboratory studies evaluating the performance and social acceptance of locally produced ceramic water filters impregnated with silver nanoparticles. WaTER conference. University of Oklahoma*
- James A. Smith*, Vinka Oyanedel-Craver, Erin Kallman (2009) Field Evaluation of Locally Produced Silver-Impregnated Ceramic Filters for Point-of-Use Water Purification in San Mateo Ixtatan, Guatemala. International Clay Conference, Castellaneta Marina, Italy*
- Singer R., and Oyanedel-Craver V. (2009) Silver Nanoparticles for Water Disinfection: Water Chemistry Effect . Conference Proceedings WEF Disinfection 2009. Atlanta, Georgia
- Kallman E., Smith, J.A., Oyanedel-Craver V. (2009) Field Evaluation of Locally Produced Silver-Impregnated Ceramic Filters for Point-of-Use Water Purification in San Mateo Ixtatan, Guatemala . Conference Proceedings WEF Disinfection 2009. Atlanta, Georgia*

SEMINARS AND INVITED PRESENTATIONS

1. V. Oyanedel-Craver (2012) Water_E2S2: Nanosilver in water treatment technologies. RIWWA, Middletown, RI.
2. V. Oyanedel-Craver (2012) Antibacterial properties of silver nanoparticles and application on point-of-use water treatment technologies. UMASS-Darmouth (invited)
3. V. Oyanedel-Craver (2012) International Engineering Opportunities. WTS-RI, Cranston, RI (invited)
4. V. Oyanedel-Craver (2011) Environmental Engineering Education Panel. XIX Sanitary and Environmental Engineering Chilean Conference, Concepcion, Chile (invited)
5. V. Oyanedel-Craver (2011) Microbes: The power behind compost and biogas. Master Composter. Kingston, RI (invited)
6. **V. Oyanedel-Craver (2007)** Sustainable water technologies for developing communities. University of Rhode Island, Graduate Seminar, Civil and Environmental Engineering.
7. **V. Oyanedel-Craver (2007)** Sustainable water technologies for developing communities. University of Puerto Rico Mayaguez.
8. **V. Oyanedel-Craver (2007)** Sustainable water technologies for developing communities. Southern Methodist University.
9. **V. Oyanedel-Craver**, J. Minak and J. Smith (2006) Drinking water quality assessment in San Mateo Ixtatan. Ixtatan Foundation Center, San Mateo de Ixtatan, Guatemala.
10. **V. Oyanedel-Craver** (2006) Appropriate technologies for drinking water treatment. Association of Women Defender of Life, Orocuina, Honduras.
11. **V. Oyanedel Craver** (2004) Hybrid bioreactors for wastewater treatment. Department of Civil Engineering, University of Virginia.
12. **V. Oyanedel** (2001) Circulating floating bed reactor for the simultaneous treatment of nitrogenous and organic compounds in wastewater. Department of Biochemical Engineering, Catholic University of Valparaiso, Chile.

PROFESSIONAL MEMBERSHIPS

American Society of Civil Engineers; Association of Environmental Engineering and Science Professors; American Geophysical Union; American Association of University Women. Sustainable Nanotechnology Organization.

ADDITIONAL EXPERIENCE AND INFORMATION

Journal reviewer

Journal of Environmental Engineering; Bioremediation; Applied Geochemistry; Journal of Colloid and Interface Science; Journal of Nanoparticle Research

Journal of Hydrologic Engineering; Water Research; CLEAN soil, air and water.

Book Chapter review "Nano-antimicrobials. Progress and prospects"(Springer)

Proposal reviewer

- National Fund for Science and Technology (Chile); National Science Foundation (CBET): Environmental Engineering and Environmental Health and Safety of Nanotechnologies

Languages

- Spanish (native language); English (fluent)

Claude Arnell Milhouse

(401) 688-0128 - arnell@eyeglu.com

PROFILE	Results-driven serial entrepreneur and technology professional with over 10 years of documented success, hands-on experience in business, startups, technology, network operations, implementation, security, maintenance and budgeting. Skilled in the areas of problem solving, project management, troubleshooting, and performance solutions in support of LAN/WANs in enterprise, service provider and academic environments.

SKILLS	**Entrepreneurial/Managerial:** Corporate formation, strategic planning and implementation, innovative conceptualization, patent and trademark design, business plan writing, financial document design, raising startup capital, investing, policy and procedural design. **Software:** Windows 2003/2000/XP and NT, Active Directory, Cisco IOS, Cisco PIX, Cisco IDS, Unix (Linux, Solaris, HP-UX, RedHat), IIS and Apache (Unix) web servers, MS Exchange, SQL Servers (MS and Sybase), HP Openview, HP TrendSNMP, NIS, Microsoft and Bind DNS, Macintosh OS, Novell Netware **Hardware:** Cisco IDS, Routers, Switches, PIX firewalls, Netscreen IDS/IDP, Checkpoint Firewall 1, Cisco VPN Concentrators, Sun Hardware, GDC ATM Switches, ISDN, Token Ring, Dell and Compaq Servers, Ethernet technologies. **Protocols:** TCP/IP, OSPF, EIGRP, SNMP/RMON, ATM, Frame-Relay, PPP, IPX/SPX **Languages:** HTML, PHP, Perl, CGI, Unix Shell Scripting (C, Bourne, Korn), SQL **Operations and Systems:** Decision-making and Problem-solving, Network Management Systems, Network Provisioning, Project Management and Standard Operating Procedure Development.

EXPERIENCE	Butter Day Spa Providence, RI 12/2012 – Present **CEO / co-Owner**
	Opened a new high-end spa on the historic East Side of Providence, RI. Butter is widely considered one of the top two day spas in Providence. The spa is a major upgrade from Spadyssey in terms of luxury, concept, services, décor and size. Butter exists within a charming 18th century Grand Victorian estate. It is a world-class, full service lifestyle brand and day spa offering the massage therapy, facials, manicures, pedicures, spa parties, on site-massage, body wraps, salt scrubs and make-up. Several of our service concepts are pioneering efforts that where rarely/never heard of until our implementation. In just over 12 months time, Butter is the top search result in Google for day spas in rhode island and providence. Butter will be expanding beyond day spa services and into other related lifestyle brand products and services, such as skin care products, luxury comfort-wear such as robes, slippers, scarves, message-wear (such as t-shirts), jewelry, etc. In addition, Butter has plans to franchise and expand to multiple cities throughout the United States, Europe and Asia. The first cities on our expansion list are Newport, Manhattan and Boston. Some of our locations will be franchised, while others will be corporate owned. Prior to owning Butter. Arnell was co-Owner of Spadyssey Day Spa in downtown Providence from 9/2004 until 9/2011. Spadyssey was the first full service day spa to exist in Providence, RI.

	Eyeglu Providence, RI 11/2005 - Present **CEO / Founder / Futurist**
	Eyeglu is a results based business consulting and technology company. We have worked with large, medium, small and start-up corporations in every major city in the United States and several cities in Europe. Our areas of strength are in market strategy, developing sustainable competitive advantages, branding (universal conceptualization, logo design, etc), website and SEO design, backend LAMP (Linux, Apache, MySQL, pHp) development and startup business consulting. Nearly every company that we have consulted with have doubled sales, created unique market leading positions, and are the top Google search result in their category.

	Spreehive Providence, RI 11/2009 - 9/2012 **CEO / Founder / co-Owner**
	Spreehive was an innovative group buying company similar to Groupon and Living Social. Spreehive was different from other daily deal companies because, it allowed the consumer to choose a local non-profit to whom we would donate 5% of the revenues of their purchase. Spreehive became a viral success in the Rhode Island market, gaining mentions and appearances on every major news source, and it reached revenues of $100,000 in less than 12 months. Unfortunately, differing visions between its two co-owners prevented the company from expanding beyond Rhode Island. The owners agreed to amicably close the venture.

	Network-Intelligence Corporation Walpole, MA 05/2002 – 02/2004 **Project Manager / Systems Administrator**
	- Manage projects involving implementation NIC flagship product En.Vision. Manage projects and technical team members to design and implement new enterprise-level infrastructure designs and features. Manage overall project performance, including timelines, costs, resources, and risks. Manage customer expectations for projects; prepare weekly/monthly status reports. Utilize project management software including MS Project/Project Server. -Work closely with engineers to identify and understand the variables and requirements for projects. Identify project risks and inefficiencies and provide recommendations for resolution and mitigation; perform contingency planning. Incorporate process improvement and change management strategies in planning. Prepare QA specifications to guide and measure the success of the project deliverables - Responsible for all Windows 2003/2000/XP servers (Active Directory, MS Exchange, Terminal Services, IIS, DNS, etc.) on the corporate wide area network. Administer and maintain corporate firewalls (PIX, Raptor and Sonicwall), routers (Cisco 2600, 3600, 1700, etc.), hardware and desktop devices, telecom equipment, T1s, Symantec Anti-virus, DDS-4 and DAT backup devices, Veritas Backup Exec, and vendor management. -Migrated all servers from Windows NT/2000 Domains to 2003 Server and Active Directory. Installed MS Exchange 5.5 and have sucessfully built an MS Exchange disaster recovery server. Reduced SPAM to practically non-existent levels using proven SPAM filtering technologies. - Harden various systems by shutting down unnecessary ports and services and configuring more secure access methods such as ssh, kerberos, tacacs+, etc. Purchased, installed and/or configured PIX 515 UR firewalls, Netscreen IDP 100's, Cisco IDS 4210 and Cisco VPN 3030 Concentrators. Reconfigured router access-lists to provide optimum security. Converted PIX legacy conduit statements to access lists. - Configure default and static routing between various LAN's. Further segmented the corporate network restricting traffic to only authorized areas of the network. Recovered 15% of IP addresses by placing incoming VPN traffic on separate network segment range. - Conduct periodic security audits to identify and resolve potential threats and weaknesses. Re-designed the network layout, transitioning the company from a flattened ip-spaced configuration to a network with multiple segments and VLANS.- Implemented SSH, encrypted passwords and strong password security on all network devices, disabled default vulnerabilities to reduce unauthorized network access. - Installed NIC's En.Vision software appliance engine. Configured all network devices to send network event data to said devices. Configured various reports to monitor network activity and traffic using En.Vision. Installed MRTG and NMAP to monitor network traffic.

	Cignal Global Communications Cambridge, MA 01/2000 – 02/2002 **Network Engineer**
	- Led a team of network engineers in the design and implementation of the European Network Operations Center and NMS network. This included the procurement, design, installation, security and configuration of all hardware and software at the corporate headquarters in Amsterdam, NL as well as the Cambridge, Ma offices. Specific hardware/software included: Cisco 7500, and 2600 routers, Checkpoint Firewall 1, Cisco PIX 515 UR Firewalls, Cisco VPN's, Solaris 7 and Windows 2000 servers. Responsibilities included configuring client to LAN, and LAN to LAN VPN's, DMZ's, NAT & PAT and access lists. - Installed, configured and administered Sun Enterprise-450 Servers, Ultra-60 servers, Netra Servers, along with Apache, NFS, NIS and Perl, HP OpenView Network Node Manager, HP Trend SNMP, CiscoWorks, CiscoSecure, and NerveCenter on Sun Solaris as element managers to capture, measure, monitor and report network performance and trending statistics against SLA and OSS objectives. Developed reports in areas such as Bandwidth Provisioning, Network Utilization, Packet loss and Availability. Created Perl and Unix shell scripts regularly. - Installed and maintained HP OpenView Network Node Manager, HP TrendSNMP, CiscoWorks, CiscoSecure, NerveCenter and NetCool on Sun Solaris as element managers to capture, measure, monitor and report network performance and trending statistics against SLA and OSS objectives. Developed reports in areas such as Bandwidth Provisioning, Customer Network Utilization, Packet loss, Availability and Network Utilization. Created full-fledge Perl and Unix shell scripts. - Designed, configured and maintained Usage Based Billing reporting using TrendSNMP, Sybase and MS-SQL/PHP/CGI/Perl scripting and Apache on Sun Solaris and Linux platforms. This system generated monthly customer bills, and monitored performance thresholds, capacity planning, provisioning and metric data for the entire global network. - Developed a global centralized international single sign-on system, which enabled all users to maintain one user name and password for all Sun Solaris, Windows and Cisco devices. This system was based on Sun Solaris, Windows 2000, Active Directory and integrated NIS, RADIUS, TACACS+ and CiscoSecure ACS across a global area network. - Performed voice and data customer implementations which incorporated support for BGP, OSPF, EIGRP, Frame Relay, ATM, QOS, ISDN, HDLC and Ethernet 10/100/1000. - Configured circuit emulation services (CES) that allowed multiple DS-0/T1 and E-1 circuits to be transparently extended across an ATM network using variable/constant bit rate (VBR/CBR) ATM virtual circuits (PVC's or SVC's). - Discovered, diagnosed and repaired network problems due to faulty router configurations, Cisco IOS bugs, circuit outages, hardware failures, changing network topology, and network attacks. Performed firewall security, incident response and disaster recovery.

	CompUSA Framingham, MA 07/1992 – 01/2000 **National Instructor/Network Administrator**
	- Responsible for network management. Installed and integrated Unix, Windows NT, Netware and Macintosh networks. Integrated Unix (Solaris/UnixWare) and Windows NT files services (NFS, Samba, NTFS) and security. - The first trainer in the company to attain MCSE, and CCNA status. The first in New England to attain MCSE status. Became one of the top national trainers in the company. Delivered authorized MCSE (Windows NT and 2000), CNE (Novell Netware) and A+ training to corporate clients such as the US Government (NASA, Department of Defense, US Army, Social Security Administration), IBM, Nike, New Balance, Swarvovski, Providence College, Hubble and Williams Communications, etc. - Managed IIS and Exchange servers. Built RAID arrays, servers, and backup strategies. - Installed and configured routers/switches, servers and over 30 workstations at the Warwick, RI location. Gained experience working with TCP/IP, IPX, Apple Talk, Token Ring and Ethernet. Several televised technical oriented interviews on NBC News Channel 10 broadcasts.

	MindShare Computer Technologies Providence, RI 09/1995 – 01/1997 **Founder / Systems Engineer**
	Built computers and networks for businesses throughout RI and Southern New England. Responsibilities included network design, implementation, and maintenance of customer networks. - Flagship client: Led a team of administrators in a summertime upgrade of the entire Providence College campus network from Netware 3.x to Windows NT and Netware 4.11. This upgrade involved 10 servers and over 200 workstations across the campus. Installed and maintained DHCP, DNS, RAS, Jet-Direct print servers, tape backups, NIC's, etc. Continued on at the start of school working with students and faculty; integrating laptops, office computer and dorm computers into the new network. - Installed and configured Cisco routers and switches, DNS servers, and multi-protocol client machines. Created and implemented unattended installation scripts, logon scripts, menus, etc. Extensive exposure to and use of NTFS and NetWare NDS and file level security.

	IBM Providence, RI 04/1990 – 05/1992 **Paid Internship**
	Handled pre and post sales technical issues and questions. Provided sales support for IBM brand technology to Rhode Island universities. - Gained technical experience working with AIX (Unix), OS/2, Profs and Windows. - Oversaw, managed, hired and trained the sales force for half of the collegiate sales team in RI.

	Johnson & Wales University Providence, RI 01/1988 – 05/1992 **Senior Computer Administrator**
	Installed the first Academic Local Area Network. Upgraded from a Wang-VS Environment with 90 Wang PC's to a Token Ring LAN running Windows and Netware. - Installed and managed file, print and mail servers. Configured network and file system security, user accounts, logon scripts, tape backups, etc. Assisted in the installation of an IBM AS/400 midrange system. - Created automated application deployment scripts at the server and desktop levels. Reduced computer lab setup times from days to hours. Reduced computer lab setup times from days to hours. -Attained this position reserved for seniors at the end of my freshman year. First to accomplish this.

EDUCATION	Johnson & Wales University Providence, RI 05/1992
	B.S. Business Management, May 1992 **A.S.** Computer Systems Management, May 1990 (Funded 80% of school tuition)

CERTIFICATIONS & TRAINING	**I. Certifications** **CCNA** (ID: CSCO10403455); **Cisco Certified Network Associate** **MCSE**, MCP, MCT (ID: 1139659); **Microsoft Certified Systems Engineer** **II. Training** En.V.ision LS , Universal Device Support Administration, 09/2003 En.V.ision LS , SIM Appliance Advanced Administration, 07/2002 En.V.ision LS , SIM Appliance Administration, 07/2002 MS-SQL Server Administration, 05/2002 HP/Trinagy TrendSNMP System Admin/Reporting, 06/2000 HP OpenView NNM 6.x on UNIX, 04/2000 Intro and Advanced Web Programming (PHP/CGI/Perl), 03/2000 Advance Cisco Router Configuration, 02/2000 Introduction to Cisco Router Configuration, 02/2000 Windows 2000 Server - Active Directory Administration, 11/1999 Solaris (Unix) System Administration I, 11/1997 Windows NT - IIS and TCP/IP Administration, 04/1997 MS Exchange Server, 04/1996 Windows NT Server Advanced Server, 08/1995 Novell Netware Admin & Adv. System Administration, 09/1994

Appendix C:

BYLAWS OF
THE ENGINEERING EARLY COLLEGE ACADEMY
(Draft)

BYLAWS OF
THE ENGINEERING EARLY COLLEGE ACADEMY
(Draft)

ARTICLE I — NAME AND PURPOSE
Section 1 — Name: The name of the organization shall be The Engineering Early College Academy (henceforth known as *the school*). It shall be a nonprofit organization and incorporated under the laws of the State of Rhode Island

Section 2 — Purpose: The Purpose and Mission of the Engineering Early College Academy (EECA) is to prepare urban learners of all backgrounds and abilities to excel in all subjects, especially in engineering, math, science, and technology, empowering them to go on and succeed in college. The EECA will be an early college high school that offers a one-of-a-kind opportunity for Providence students to excel academically and succeed in their goal of graduating from college. A distinguishing characteristic of the students at EECA will be the student's, "WE Go To College" mindset.

ARTICLEII — MEMBERSHIP

Section 1 — Eligibility for membership: Application for voting membership shall be open to any current parent of a student, an employee of a RI community base organization, for profit or nonprofit or a RI university or college educator that supports the purpose statement in Article I, Section 2. Membership is granted after completion and receipt of a membership application. All memberships shall be granted upon a majority vote of the board.

Section 2 — Annual dues: there are no dues for membership

Section 3 — Rights of members: Each member shall be eligible to appoint one voting representative to cast the member's vote in board elections.

Section 4 — Resignation and termination: Any member may resign by filing a written resignation with the secretary. A member can have their membership terminated by a majority vote of the membership.

Section 5 — Non-voting membership: The board shall have the authority to establish and define non-voting categories of membership.

ARTICLE III — MEETINGS OF MEMBERS
Section 1 — Regular meetings: Regular meetings of the members shall be held monthly ten times per year designated by the chair.

Section 2 — Annual meetings: Annual meeting of the members shall take place in the month of August, the specific date, time and location of which will be designated by the

chair. At the annual meeting the members shall elect directors and officers, receive reports on the activities of the association, and determine the direction of the association for the coming year.

Section 3 — Special meetings: Special meetings may be called by the chair, or a simple majority of the board of directors. A petition signed by seventy five percent of voting members may also call a special meeting.

Section 4 — Notice of meetings: Printed notice of each meeting shall be given to each voting member, by mail or email, not less than five says prior to the meeting.

Section 5 — Quorum: A quorum must be attended by at least fifty percent of board members for business transactions to take place and motions to pass.

Section 6 — Voting: All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

ARTICLE IV — BOARD OF DIRECTORS

Section 1 — Board role, size, and compensation: The board is responsible for overall policy and direction of the association, and delegate responsibility of day-to-day operations to the staff and committees. The board shall have eleven members. The board receives no compensation other than reasonable expenses.

Section 2 — Terms: All board members shall serve two-year terms, but are eligible for re-election for up to five consecutive terms as long as they remain an eligible member.

Section 3 — Meetings and notice: The board shall meet at least monthly (ten times per year), at an agreed upon time and place. An official board meeting requires that each board member have written notice at least five days in advance.

Section 4 — Board elections: New directors and current directors shall be elected or reelected by the voting representatives of members at the annual meeting. Directors will be elected by a simple majority of members present at the annual meeting.

Section 5 — Election procedures: A Membership Committee shall be responsible for nominating a slate of prospective board members representing the association's diverse constituency. In addition, any member can nominate a candidate to the slate of nominees.

Section 6 — Quorum: A quorum must be attended by at least fifty percent of board members for business transactions to take place and motions to pass.

Section 7 — Officers and Duties: There shall be four officers of the board, consisting of a president, vice-president, secretary and treasurer. Their duties are as follows:
The president shall convene regularly scheduled board meetings, shall preside or arrange for other members of the board to preside at each meeting in the following order: vicechair,

secretary, treasurer.

The vice-president shall chair committees on special subjects as designated by the board.

The secretary shall be responsible for keeping records of board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member, and assuring that corporate records are maintained.
The treasurer shall make a report at each board meeting. The treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to board members and the public.

Section 8 — Vacancies: When a vacancy on the board exists mid-term, the secretary must receive nominations for new members from present board members two weeks in advance of a board meeting. These nominations shall be sent out to board members with the regular board meeting announcement, to be voted upon at the next board meeting. These vacancies will be filled only to the end of the particular board member's term.

Section 9 — Resignation, termination, and absences: Resignation from the board must be in writing and received by the Secretary. A board member shall be terminated from the board due to excess absences, more than two unexcused absences from board meetings in a year. A board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 11 — Special meetings: Special meetings of the board shall be called upon the request of the chair, or one-third of the board. Notices of special meetings shall be sent out by the secretary to each board member at least two weeks in advance.

ARTICLE V — COMMITTEES
Section 1 — Committee formation: The board may create committees as needed, such as fundraising, housing, public relations, data collection, etc. The board chair appoints all committee chairs.

Section 2 — Finance Committee: The treasurer is the chair of the Finance Committee, which includes three other board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plans, and the annual budget with staff and other board members. The board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the board. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to the membership, board members, and the public.

Section 3 – Curricular Innovation Committee: the purpose of this committee is to ensure oversight of the school's continued use, experimentation and adoption early college prep curriculum.

Section 4 - Discipline Sub-committee of the Board: This committee is charged with handling discipline matters when there is dissatisfaction with school administration's disposition of a case. The school's board, in acting as the district's school committee, must be the body to make and pass recommendations for student exclusions. Members of this committee are board members.

ARTICLE VI — DIRECTOR AND STAFF

Section 1 — Executive Director: The executive director is hired by the board. The executive director has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The executive director will attend all board meetings, report on the progress of the organization, answer questions of the board members and carry out the duties described in the job description. The board can designate their duties as necessary.

ARTICLE VII — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary by two-thirds majority of the board of directors. Proposed amendments must be submitted to the Secretary to be sent out with regular board announcements.

CERTIFICATION

These bylaws were approved at a meeting of the board of directors by a two thirds majority vote on **TBD.**

Appendix D:
Curriculum Sample

High School

Grade 9		Grade 10	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
PE/Health	*English 9	*English 10	Honors or AP English 11
*Algebra or *Geometry	*Geometry or *Algebra 2	AP Algebra 2 or AP Pre - Calculus	AP Pre- Calculus or AP Calculus
Biology	Chemistry	Physics	AP Environmental Science
World Language	PE/Health	AP World	AP US History
Online/ Summer World Language	Online/ Summer Art/Music	Online/ Summer Computer	Online/ Summer AP Modern World

*Springboard curriculum

Sample University Pathway
Grade 11

Semester 1				Semester 2			
College English	College English	College Science	College Math	College Science	College Math	College World Language	College Humanities OR Internship
ENGL 100 Ideas and Their Expressions	ENGL 431 American Literature I	CHEM 101 Concepts AND CHEM (Lab)	MATH 141 Calculus I OR MATH Alg. & Trig	PHYSICS 203	MATH 142 Calculus II OR MATH Alg. & Tri. II	World Language	Humanities Internship TBD

Summer EGR 105

Grade 12

Semester 1				Semester 2			
College Science	College Math	College World Language	Internship	College English	College English	College Science	Internship
*GEO 103	Math 243 Intro to Probability & Statistics	World Language	TBD	ENGL 101 Ideas and Their Expression II	ENGL 220 English Literature I	CVE 220	TBD
**BIO 121 Biology Concepts OR CHEM 107 General Chemistry & CHEM 117 (lab)	Math 243 Intro to Probability & Statistics	World Language	TBD	ENGL 101 Ideas and Their Expression II	ENGL 220 English Literature I	BIO 242 Biology OR Concepts CHEM 108 Chemistry Lab	TBD
***CSC 211 Intro to Computer Engineering	Math 243 Intro to Probability & Statistics	World Language	TBD	ENGL 101 Ideas and Their Expression II	ENGL 220 English Literature I	CSC 212	TBD

Summer EGR 106

PATHWAYS
* Architectural, Chemical, Civil, Electrical, Industrial, Mechanical
** Biomedical Engineering
*** Computer Engineering

Appendix E:
School Daily Schedule and Annual calendar (Draft)

Approximate Timeframe	Activity(ies)
8:00AM - 9:15 AM	Faculty Planning and Development
9:30 AM – 12:00 PM	AM class time, approximately 2 periods
12:00 PM – 12:30 PM	Lunch
12:30 PM – 1:45 PM	Class time, 1 period
1:45 PM – 3:00 PM	Class time, 1 period
3:00 PM – 3:30 PM	Advisory
3:30 PM – 4:00 PM	Study Break
4:00 PM – 6:30 PM or 6:30 PM – 9:00 PM	College sections meet and/ or internship

Students' daily schedules must be flexible in order to make college learning outside of the high school walls more accessible. Since most college courses do not meet daily, students may have different time schedules on different days. Students may be arriving and departing from The Engineering Early College Academy at many points during the day and will have the opportunity to take night classes, online courses or learn from other sources when appropriate and accessible. Students will be encouraged to participate in internships related to their chosen Pathways. The following chart is a draft schedule for students.

Vacations and holidays will coincide with the Providence Public Schools. Therefore the estimated calendar will be:

September to December	Fall Semester
Holiday Break	
January	Intersession Classes
February to May	Spring Semester
June	Continuation of spring semester
July	Summer Session
August	Summer recess/ professional development

The Engineering Early College Academy will recognize the following holidays followed by most Rhode Island public high schools:

- New Year's Day
- Martin Luther King, Jr. Day
- Washington's Birthday
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Christmas Day

Appendix F:

School Development Timetable

School Development Timetable
A reasonable Timetable for the project would be as follows:

March 2013-August 2013
Submit Preliminary Charter Application to RIDE
Attend RIDE Internal, External and Open public Meetings
Receive Preliminary Approval for School
Develop and Confirm Board of Directors
Board of Directors Approves School By-Laws
Commissioner recommends to Regents Preliminary Approval
Apply for Charter School Program (CSP) funding from State

September 2013-December 2013
Recruit and Hire Director
Solidify Articulation Agreements and the Memorandum of Understanding
Receipt of funds for organizational infrastructure building
Secure Lease Arrangement
Complete Building Renovation and Rehab Plans
Apply for Private and other Grant Funding

January 2014- June 2014
RIDE Readiness Criteria Met
Recruit, Interview, and Hire Staff
Develop Marketing Plan for School
Student Recruitment, Accept Applications, Lottery
Complete Building Renovation and Rehab
Finalize food, transportation and facilities maintenance plans

July 2014-August 2014
Orient families, Train staff
Final Facility Preparations

September 2014
Open The Engineering Early College Academy

Appendix G:

Budget Projection and Narrative

STATE OF RHODE ISLAND
CHARTER SCHOOL OPERATING BUDGET PROJECTION

Five (5) Year Projection

DESCRIPTION	FY2014	FY2015	FY2016	FY2017	FY2018
REVENUE					
Local ***per RIDE Formula***	845,800	1,691,600	1,942,500	3,383,200	3,383,200
State ***per RIDE Formula***	845,800	1,691,600	1,942,500	3,383,200	3,383,200
Federal (Title I, Title III, and IDEA)					
CSP	300,000				
Other (please itemize on reverse side of form)					
TOTAL REVENUE	1,991,600	3,383,200	5,074,800	6,766,400	6,766,400
INSTRUCTION					
Face-to-Face Teaching **(all salaries increase by 3% annually)** **(all benefits calculated at 30%)**					
Instructional Teachers ***all @ 48K salary for 1:15 ratio***	480,000	889,920	1,018,460	1,049,000	1,080,460
Substitutes	2500	5000	7,000	7,000	7,000
Instructional Paraprofessionals ***1 Social Worker***	48000	49,440	50,923	52,450	54,023
Benefits total	158,400	281,808	320,812	330,435	340,344
Classroom Materials					
Pupil-Use Technology and Software ***100 X 500.00 student laptops***	50,000	50,000	50,000	50,000	50,000
Instructional Materials, Trips, and Supplies ***$250/ Student***	25,000	50,000	75,000	100,000	100,000
Total Instruction Costs:	715,900	1,326,168	1,522,195	1,588,885	1,631,827
INSTRUCTIONAL SUPPORT					
Pupil Support					
Guidance and Counseling	48,000	49,440	101,846	104,900	108,046
Guidance and Counseling Benefits	14,400	14,832	30,554	31,470	32,416
Library and Media	0	0	0	0	0
Extracurricular ***student clubs, memberships, conferences***	7000	15,000	20,000	20,000	20,000
Student Health and Services ***full-time nurse***	48,000	49,440	50,923	52,450	54,023
Nurse Benefits	14,400	14,832	15,278	15,735	16,207
Academic Interventions	0	0	0	0	0
Teacher Support					
Curriculum Development/ Oversight (CAO) ***In-service and staff development***	85,000	87,550	90,177	92,882	95,668
Curriculum Development/ Oversight Benefits	25,500	26,265	27,053	27,865	28,700
In-service, Staff Development, and Support	0	0	0	0	0

Sabbaticals					
Program Support					
Program Management (IT Specialist) ***Information Technology Specialist***	25,000	25,750	53,045	54,636	56,275
Program Management Benefits (IT Specialist)	7500	7,725	15,913	16,390	16,883
Parent Specialist	30,000	30,900	31,854	32,810	33,795
Parent Specialist Benefits	9,000	9,270	9,556	9,843	10,138
Therapists, Psychologists, Evaluators, Personal Attendants and Social Workers	10,000	15,000	20,000	20,000	20,000
Assessments					
Academic Student Assessment	5000	10000	15000	20000	20000
Total Instructional Support:	328,800	356,004	481,199	498,981	512,151
OPERATIONS					
Non-instructional Student Support					
Transportation ***RIPTA bus passes $35/mth x 12 month per student***	42000	84000	126,000	168,000	168,000
Food Service	0	0	0	0	0
Safety (annual fire inspection)	500	1000	1000	1500	2000
Facilities					
Building Upkeep, Utilities, and Maintenance ***$7.50 psf: includes janitorial, maintenance, utilities and insurance***	70,000	210,000	420,000	420,000	420,000
Business Services					
Data Processing ***Pupil Data Management, Cox Service, Copy Leases***	15,000	30,000	30,000	45,000	60,000
Business Operations (Manager) ***Responsible for the execution of the financial matters for the school.***	85,000	87,550	90,177	92,882	95,668
Business Operations (Manager Benefits)	25,500	26,265	27,053	27,865	28,700
Total Operations:	238,000	438,815	694,230	755247	774,368
OTHER COMMITMENTS (NON-OPERATING)					
Contingencies					
Budgeted Contingencies	0	0	0	0	0
Capital					
Debt Service ***Lease payment at $12/psf***	120,000	240,000	240,000	480,000	480,000
Capital Projects ***Future School Building***	0	0	1,000,000	2,000,000	2,000,000
Out-of-District Obligations					
Retiree Benefits and Other	0	0	0	0	0
Enterprise and Community Service Operations	0	0	0	0	0
Legal Obligations					
Claims and Settlements	0	0	0	0	0
Total Other Commitments(Non-Operating Operations:	120,000	240,000	240,000	480,000	480,000

LEADERSHIP					
School Management					
School Office ***Maintains office and Customer Communications***	40,000	41,200	84,872	87,418	90,040
Director ***Responsible for the daily oversight of the school***	100,000	103,000	106,090	109,273	112,551
COO ***Critical leadership position***	85,000	87,550	90,177	92,882	95,668
Superintendent ***Chief Executive, oversees all facets of school operations***	140,000	144,200	148,526	152,982	157,571
Recruitment/Community Engagement ***Admissions and External engagement***	80,000	82,400	84,872	87,418	90,040
Sub-total leadership	**445,000**	**458,350**	**514,537**	**529,973**	**545,870**
Leadership Benefits	133,500	137,505	154,361	158,991	163,761
Program/Operations Management					
Deputies, Senior Administrators, Researchers, and Program Evaluators	0	0	0	0	0
District Management					
Superintendent and School Board	0	0	0	0	0
Legal ***Typical cost for service to the board***	10,000	20,000	30,000	40,000	40,000
Total Leadership:	588,500	615,855	698,898	728,964	749,631
TOTAL EXPENSE	1,991,200	2,976,842	4,636,522	6,052,077	6,147,977

Appendix H:

Sponsoring Agency's most recent Audit

WEST ELMWOOD HOUSING
DEVELOPMENT CORPORATION
AND RELATED ENTITIES

CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED DECEMBER 31,2011
WITH
REPORT OF INDEPENDENT AUDITORS

WEST ELMWOOD HOUSING DEVELOPMENT CORPORATION AND RELATED ENTITIES

TABLE OF CONTENTS
DECEMBER 31,2011

Accountants & Advisors

REPORT OF INDEPENDENT AUDITORS

Board of Directors
West Elmwood Housing Development Corporation
Providence, Rhode Island

We have audited the accompanying consolidated statement of financial position of West Elmwood Housing Development Corporation (a Nonprofit Corporation), its for profit subsidiary corporations, and related nonprofit Corporations as of December 31, 2011, and the related consolidated statements of activities, changes in net assets, and cash flows for the year then ended. These consolidated financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We did not audit the financial statements of Westfield Commons, LP. (a limited partnership owned 89% by Westfield Commons, G.P., LLC which is owned 100% by West Elmwood Housing Development Corporation) which statements reflect total assets of $5,138,719 as of December 31, 2011, and total support and revenues of $153,042 for the year then ended. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for Westfield Commons, LP., is based solely on the report of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the consolidated financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall consolidated financial statement presentation. We believe that our audit and the report of other auditors provide a reasonable basis for our opinion.

In our opinion, based on our audit and the report of other auditors, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of West Elmwood Housing Development Corporation, its for-profit subsidiary corporations, and related nonprofit corporations as of December 31, 2011, and the changes in their net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards,* we have also issued our report dated May 31, 2012, on our consideration of West Elmwood Housing Development Corporation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Needham
Boston
Concord
Taunton
Providence

15South Mam Street Suite 100. Providence. Rl 02903 T 401 421 2710 F401 274.5230 www.thebravergroup.com

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Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying consolidating statements as well as the additional statements and schedules included in supplemental schedules (pages 20 - 27) are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Providence, Rhode Island
May 31, 2012

WEST ELMWOOD HOUSING DEVELOPMENT CORPORATION
ANQ RELATED ENTITIES

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
DECEMBER 31,2011

A$SETS		
Current assets:		
Cash and cash equivalents	$	1,135,461
Grants and other receivables, net		235,674
Pledge receivable		100,000
Investments		49,845
Inventory of real estate		2,675,673
Other assets		1,094
Prepaid expenses		7,872
Mortgages receivable, net		118,498
Total current assets		4,324,117
Property and equipment, net		7.546.950
Other assets:		
Investments in and advances to related parties		(28,107)
Mortgages receivable, net		2,032,561
Cash held in escrow and deposits		120,220
Financing and deferred costs, net		88,525
Development fee receivable - related party		590,774
Total other assets		2,803,973
TOTAL ASSETS	$	14,675,040
LfAB/LITIES ANQ NETAS$ETS		
Current liabilities:		
Notes payable	$	988,858
Accounts payable and accrued liabilities		540,706
Customer deposits and escrows		45,170
Due to related parties		72,734
Current portion of long-term debt		51,521
Total current liabilities		1,698,989
Long-term liabilities:		
Unearned revenue		1,232,293
Long-term debt		3,823,143
Total long-term liabilities		5,055,436
TOTAL LIABILITIES		6,754,425
Net assets and non-controlling interest:		
Unrestricted, undesignated		5,157,900
Unrestricted, board designated for capital outlays		352,132
Temporarily restricted		123,633
Permanently restricted		1,129,831
Non-controlling interest		1,157,119
Total net assets and non-controlling interest		7,920,615
TOTAL LIABILITIES, NET ASSETS AND NON-CONTROLLING INTEREST		

E NOTES TO CONSOLIDATED FINANCIAL STATEMENTS	$	14,675,040

WEST ELMWQOD HOUSING DEVELOPMENT CORPOBATION
AND RELATED ENTITIES

CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED DECEMBER 31, 2011

Changes in unrestricted net assets:		
Public support and revenue:		
Grant support	$	1,568,633
Contributions		181,227
Developer fees		6,454
Other revenue		11,371
Fees for service		1,571,017
In-kind services		12,840
Rental income		414,890
Sale of property		682,000
Gain on sale of investment		956,818
Interest and investment income (loss), net		58,912
Total unrestricted public support and revenue		5,346,338
Net assets released from restrictions:		
Authorized release from restriction		10,000
Total unrestricted public support, revenue and other		5,356,338
Expenses:		
Program services:		
Home ownership preservation & promotion		275,155
Asset management		72,693
Lead remediation		1,530,519
Real estate development		2,036,679
Community building and organization		188,491
Support services:		
Management, general and other		594,338
Total expenses		4,697,875
Increase in unrestricted net assets from operations		658,463
Non-operating revenue:		
Add back investment loss representing non-controlling interest		84,267
Total non-operating revenue		84,267
Increase in unrestricted net assets		742,730
Changes in temporarily restricted net assets:		
Contribution for next year		100,000
Authorized release from restriction		10,000
Increase in temporarily restricted net assets		90,000
Increase in net assets	$	832,730

SEE NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

WEST ELMWOOD HOUSING DEVELQPMENT COBPQRAT/QN
AND BELATED ENTITIES

CONSOLIDATED STATEMENT OF CHANGES IN NET ASSETS
YEAR ENDED DECEMBER 31, 2011

	UNRESTRICTED	*TEMPORARILY RESTRICTED*	*PERMANENTLY RESTRICTED*	*NON-CONTROLLING INTEREST*	*TOTAL*
Balance at December 31, 2010	$ 4,767,302	$ 33,633	$ 1,129,831	$ 1,023,912	$ 6,954,678
Increase in net assets for the year ended December 31, 2011	742,730	90,000			832,730
Net loss representing non-controlling interest				(84,267)	(84,267)
Capital contributions and syndication costs				217,474	217,474
Balance at December 31, 2011	$ 5,510,032	$ 123,633	$ 1,129,831	$ 1,157,119	$ 7,920,615

SEE NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

WEST ELMWOOD HOUSING DEVELOPMENT CORPOBATION
AND RELATED ENTITIES

CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED DECEMBER 31, 2011

Cash flows from operating activities:		
Change in net assets	$	832,730
Non-controlling interest		(84,267)
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation and amortization		437,680
Write-off of doubtful receivables		32,760
Realized/unrealized gain on sale of investments		(4,455)
Investment loss in partnership recorded under equity method		83,871
(Increase) decrease in:		
Grants and other receivables		(67,537)
Pledge receivable		(100,000)
Inventory of real estate		(1,019,321)
Prepaid expenses		18,967
Mortgages receivable		(8,154)
Cash held in escrow and deposits		(295)
Increase (decrease) in:		
Accounts payable and accrued liabilities		(344,973)
Customer deposits and escrows		15,503
Unearned revenue		461,441
Net cash provided by operating activities		253,950
Cash flows from investing activities:		
Decrease in cash held in escrow		(107,430)
Net increase in investments in and advances to related parties		(30,961)
Proceeds from sale of investments		226,354
Purchase of property and equipment		{1,196,447
Net cash used by investing activities		(1'108,484)
Cash flows from financing activities:		
Net change in note payable		988,858
Proceeds from long-term debt		967,642
Repayment of long-term debt		(1,036,957)
Capital contributions		223,074
Syndication costs		5,600}
Net cash provided by financing activities		1,137,017
Net increase in cash and cash equivalents		282,483
Cash and cash equivalents at beginning of year		852,978
Cash and cash equivalents at end of year	$	1'135,461

SEE NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

WEST ELMWOOD HOUSING DEVELOPMENT CORPORATION AND BELATED ENTITIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS DECEMBER 31, 2011

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1. SIGNIFICANT ACCOUNTING POLICIES

Organization

West Elmwood Housing Development Corporation (WEHDC) is a non-profit organization established to promote charitable and education projects, including social welfare and more specifically, seek resolutions to housing and related problems primarily in the West Elmwood Neighborhood within the City of Providence, Rhode Island. The Corporation is primarily funded by Federal and State agencies.

SH Development Corporation (SH) is a for-profit Corporation owned 100% by WEHDC. SH was formed to hold WEHDC's ownership interest in Stephens Hall Development Associates, L.P. (SHDA) (a limited partnership). SH is the general partner, owning 0.1%, of SHDA. SHDA was formed on November 15, 1999 to develop, construct, own, maintain, and operate thirty-two multi-family residential units for rental to low income tenants. The project received an allocation of low income housing tax credits under Section 42 of the Internal Revenue Code of 1986, as amended. The project was completed and began rental operations in the fall of 2001.

Hollis Development Corporation (HOC) is a for-profit Corporation owned 100% by WEHDC. HOC was formed to hold WEHDC's ownership interest in Bellevue Development Associates, L.P. (BOA) (a limited partnership). HOC is the general partner, owning 0.1% of BOA. BOA was formed on September 26, 1996 to develop, construct, own, maintain, and operate nineteen multi-family residential units for rental to low-income tenants. The project was completed and began rental operations in 1998. The project received low income housing tax credits under Section 42 of the Internal Revenue Code of 1986, as amended.

Rau Development Corporation (ROC) is a for-profit Corporation owned 100% by WEHDC. ROC was formed to hold WEHDC's ownership interest in Westfield Development Associates, L.P. (WDA) (a limited partnership). As of January 1, 2005, ROC owned 1% and WEHDC owned 99% of WDA, respectively. As of December 31, 2005, ROC is the general partner of WDA, owning 0.01% of WDA and WEHDC was no longer a partner in WDA. WDA was formed on May 30, 2002 to develop, construct, own, maintain, and operate residential and possibly commercial property for rental to low-income tenants. The project construction and development was completed in 2005.

Westfield Commons, G.P., LLC (WCGP) is a for-profit Limited Liability Company owned 100% by WEHDC. WCGP was formed to hold WEHDC's ownership interest in Westfield Commons, L.P. (WCLP) (a limited partnership). WCGP is the general partner, owning 89% of WCLP. WCLP was formed on March 28, 2008 to develop, construct, own, maintain, and operate residential and possibly commercial property for rental to low-income tenants.

Hope Renewed Realty Corporation (HRRC) is a non-profit organization established to purchase, sell and lease real estate to low-income people, primarily in the City of Providence, Rhode Island. HRRC is a special limited partner of Westfield Commons, L.P., owning 1% of the Partnership. In accordance with the rules of consolidation, management has chosen to consolidate HRRC with WEHDC due to its ability to exercise control over HRRC and its economic interest in the Organization.

Westfield Commons Master Tenant, LLC (Westfield Commons) is a for-profit Limited Liability Company formed on September 1, 2010 to operate a residential and commercial building. Westfield Commons is a limited partner owning 10% of WFCLP. WCGP is the .01% managing member of Westfield Commons.

Westfield Solar, Inc. is a for-profit Corporation owned 100% by WEHDC. Westfield Solar, Inc. was formed on July 2, 2010 for purpose of purchasing and owning solar equipment.

(CONTINUED)

WEST ELMWOOD HOUSING DEVELOPMENT CORPOBAVON AND RELATED ENTITIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS DECEMBER 31,2011

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1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Organization (Continued)

West Elmwood NeighborWorks Home Ownership Center, Inc. (WENHC) is a non-profit corporation established to promote affordable housing goals and healthy and sustainable neighborhood revitalization in the West End and other neighborhoods of Providence, Rhode Island. In accordance with the rules of consolidation, management has chosen to consolidate WENHC with WEHDC due to its ability to exercise control over WENHC and its economic interest in the Organization.

Principles of Consolidation

The consolidated financial statements include the accounts of WEHDC and its 100% wholly owned subsidiaries: SH Development Corporation, Hollis Development Corporation, Rau Development Corporation, Westfield Solar, Inc., and Westfield Commons, G.P. (for-profit corporations) for the year ended December 31, 2011. Also included in the consolidated financial statements are HRRC and WENHC, Inc. (related nonprofit corporations) and Westfield Commons, G.P.'s 89% interest and HRRC's 1% interest in Westfield Commons, L.P. (a limited partnership) for the year ended December 31, 2011. All material intercompany transactions have been eliminated in the consolidation.

Method of Accounting and Revenue Recognition

The accompanying consolidated financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP).

WEHDC receives substantially all of its revenue from Federal, State and City agencies. Contract revenue is recognized on a pro-rata basis over a 12-month period, which represents the service period for certain contracts, or to the extent of expenses. Revenue recognition depends on the terms of the agreement.

Revenue received from the sale of real estate is recognized when the sales transaction is completed. However, WEHDC defers the recognition of profit in excess of the budgeted developer fee until the time when all warranties have expired. Revenue received from fees for service is recognized when the service is provided.

Cash and Cash Equivalents

For financial statement purposes, WEHDC considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. Cash equivalents are carried at cost, which approximates market value.

Fair Value of Financial Assets and Liabilities

GAAP establishes a framework for measuring fair value and expands required disclosure about fair value measurements of certain assets and liabilities.

Fair value is defined as the exchange price that would be received to sell an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. The framework establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The framework describes three levels of inputs that may be used to measure fair value:

~~(CONTINUED)~~

1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fair Value of Financial Assets and Liabilities (Continued}

Level1 -Quoted prices in active markets for identical assets or liabilities.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities.

Level 3 – Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities.

Inventory of Real Estate

WEHDC and related entities acquire and rehabilitate certain residential properties for rental purposes with the eventual intention of sale to prospective qualified buyers. All significant carrying costs are capitalized in addition to the initial cost of acquisition and renovation. The inventory is carried at the lower of the cost or estimated market value. WEHDC and related entities often receive grants to help purchase and renovate properties held for resale. These grants are recognized as revenue when the conditions are met and the revenue is deemed earned. The grants may also be recognized pro-ratably over the duration of a project if the project involves multiple units.

Property and Equipment

Property and equipment is stated at cost. Capital assets are defined by WEHDC and related entities as assets with an initial individual cost of $5,000 or more and an estimated useful life in excess of one year. Property under capital lease obligations is recorded at the lower of the present value of the future minimum lease payments or the fair value of the property at the beginning of the lease term. The cost and accumulated depreciation of assets sold or retired are removed for the respective amounts and any gain or loss is recorded in earnings. Maintenance and repairs are charged to expense when incurred. Depreciation is provided on the straight-line basis over the estimated useful lives of the assets as follows:

Assets	**Years**
Building	27.5- 40 years
Building improvements	7-40 years
Office equipment.....	5-7 years
Computer software & equipment	3- 5 years
Vehicles	5 years
Solar panels.....	5 years

Net Assets

Temporarily Restricted

WEHDC reports gifts of cash, grants and other assets as restricted support if they are received with donor stipulations that limit the use of the donated asset. When a donor restriction expires or the purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Donations that are temporarily restricted are reported as unrestricted if they are utilized for the restricted purpose in the same year in which the donation was received.

(CONTINUED)

1. SIGNIFICANT ACCOUNTING POLICIES (Continued)
Net Assets (Continued)

Permanently Restricted

WEHDC reports gifts of cash, and other assets as permanently restricted if they are received with donor stipulations that they be held indefinitely. Any income from these funds may be transferred to another fund, such as the General Operating Fund, to be used for purposes furthering WEHDC's mission.

Unrestricted

WEHDC reports gifts of land, buildings, equipment, and other assets as unrestricted unless explicit donor stipulations specify how the donated assets must be used.

Financial Instruments

WEHDC and related entities have cash deposits at various financial institutions. Some of these financial institutions have a federally insured limit of $250,000 for interest-bearing accounts and full insurance for all non-interest bearing transaction accounts, while other financial institutions have a federally insured limit of $250,000 for all accounts. The cash balance in these institutions may exceed the federally insured limit at various times throughout the year.

Income Taxes

WEHDC, HRRC and WENHC are exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and therefore, have made no provision for federal income taxes in the accompanying financial statements. In addition, WEHDC has been determined by the Internal Revenue Service not to be a "private foundation" within the meaning of Section 509(a) of the Internal Revenue Code.

The Organization evaluates all significant tax positions as required by GAAP. As of December 31, 2011, the Organization does not believe that it has taken any tax positions that would require the recording of any additional tax liability nor does it believe that there are any unrealized tax benefits that would either increase or decrease within the next twelve months. The Organization's income tax returns are subject to examination by the appropriate taxing jurisdictions. As of December 31, 2011, the Organization's income tax returns generally remain open for examination for three years from the date filed with each taxing jurisdiction.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amount of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(CONTINUED)

1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Subsequent Events

Subsequent events have been evaluated through May 31, 2012, which is the date the financial statements were available for issuance. Management does not believe that there have been any events which have occurred and require adjustment to the financial information as presented, or further disclosure.

2. CASH AND CASH EQUIVALENTS

Cash and cash equivalents at December 31, 2011 include $696,141 held in money market accounts which are not covered by federal deposit insurance, and $27,513 which is fully covered by federal deposit insurance.

The remaining carrying value of the cash and cash equivalents totaled $411,807 at December 31, 2011. This cash balance is held at several financial institutions. The bank balance of these accounts totaled $426,321, all of which was insured.

3. INVESTMENTS

Fair value of investments at December 31, 2011 was determined as follows:

Description	**Level 1 - Based on Quoted Price in Active Markets**
Mutual funds	$48,845
Corporate securities	1.000
Total investments	$49.845

4. INVESTMENTS AND ADVANCES TO RELATED PARTIES

Investments and advances to related parties consisted of the following at December 31, 2011:

Investment in Bellevue Development Associates, L.P. (accounted for by the equity method)	$ (118)
	(646)
Investment in Stephens Hall Development Associates, L.P. (accounted for by the equity method)	(117,656)
	34,313
Investment in Westfield Development Associates, L.P. (accounted for by the equity method)	
Rent due from Westfield Commons Master Tenant, LLC	45,000
Advances to Westfield Development Associates, L.P.- cash collateral and project costs	
Advances to Stephens Hall Development Associates, L.P. – project development costs and developers fee	1,000
Advances to Bellevue Development Associates, L.P. – project development costs	10.000
Total	$(28.107)

(CONTINUED)

4. INVESTMENTS AND ADVANCES TO RELATED PARTIES (Continued)

At December 31, 2011 activity for level 3 investments consisted of the following:

	Bellevue Development Associates, LP	Stephens Hall Development Associates, LP	Westfield Development Associates, LP	Total Level 3 Investments
Opening equity Investment balance	$ (108)	$ (625)	$ (33,816)	$ (34,549)
Annual Form 1065 Schedule K-1 partner's gain (loss)	{10}	{21}	83,840}	{83,871}
Ending equity Investment balance	$ (118)	$ (646)	$ (117,656)	$ (118,420)

5. *FINANCING AND DEFERRED COSTS*

Financing and deferred costs at December 31, 2011 represent costs of $204,085 incurred for obtaining financing. These costs are being amortized on a straight-line basis over the life of the related note obligation. Accumulated amortization as of December 31, 2011 was $115,560.

6. PROPERTY AND EQUIPMENT

Major classes of property and equipment consisted of the following at December 31, 2011:

Cost:	
Land	$ 531,070
Building	2,227,793
Building improvements	4,837,697
Office equipment	170,140
Computer software & equipment	81,289
Vehicles	22,732
Solar panels	259,215
Total/and, property, and equipment	8,129,936
Accumulated depreciation	(582,986)
Net land, property and equipment	$7.546.950

Depreciation expense for the year ended December 31, 2011 was $322,120.

7. *MORTGAGE RECEIVABLES*

WEHDC grants credit to various individuals who are seeking assistance in buying real estate developed or acquired by WEHDC. The loans are secured by either a first or second mortgage on the real estate and are for various periods of time. The loans outstanding have maturity dates ranging from 2012 to 2044 and bear interest ranging from 1% to 18% per year. Some of the loans require interest only payments with the repayment of principal being deferred until the property is sold. In addition, there are some loans which do not require any payment of interest or principal until sale or transfer of the property. In this situation the loans bear simple interest at 3%. During 2011, WEHDC contributed $1,427,564 of these loans to WENHC. At December 31, 2011, WEHDC and WENHC had outstanding loans with a total balance due of $2,151,059 of which $934,405 was due from related parties (see Note 17).

(CONTINUED)

B. NOTE PAYABLE

On September 29, 2010 WEHDC entered into a revolving construction loan agreement for $900,000 with Community Housing Capital, Inc. The purpose of this loan is to fund development of certain projects in Rhode Island. Under the terms of this agreement, the loan expires on October 1, 2012 (but may be extended for 2 additional 6-month periods), and bears interest rate of 6.5% per annum. Payments of interest only on the amounts advanced under this loan are due and payable monthly on the first day of each month. At December 31, 2011 WEHDC had $898,938 drawn down on this loan.

In July 2010 WEHDC entered into an agreement for a $350,000 revolving construction loan. The proceeds from this loan are to be used for purchase of foreclosed property in Rhode Island. Under the terms of this agreement, the loan expires in August 2012 (but may be extended for an additional term of 12 months), and bears interest rate of 6.5% per annum. Monthly payments of interest only are due the 1st of the month, following the date of the initial draw down. Outstanding principal balance is due upon the earlier of (i) sale of individual properties or (ii) loan maturity (in 24 months). At December 31, 2011 WEHDC had drawn down $59,920 on this loan.

During 2011, WEHDC received funding under the Lead Hazard Reduction Program. The purpose of this Program is to finance specific repairs or improvements to the dwelling located at 110 Ford Street in Providence, Rhode Island. The Corporation received an amount of $30,000 from the Lead Hazard Reduction Program for the repairs, improvements and inspections of the rental units located in Providence, Rhode Island. Principal and accrued interest is due and payable in full upon sale or transfer of property, or upon noncompliance with loan provisions. In 2011, WEHDC sold this property, and accordingly, the entire balance was classified as current liability in the consolidated statement of financial position at December 31, 2011.

9. LONG-TERM DEBT

Long-term debt at December 31, 2011 consisted of the following:

West Elmwood Housing Development Corp.

FCDC granted WEHDC $50,000 to be used as a loan loss reserve in order to create additional equity for WEHDC for credit purposes as a means to attract additional funding.....	$ 50,000

Hope Renewed Realty Corp.

0% loan payable to Rhode Island Housing in the original amount of $150,000, dated January 30, 2008, secured by real estate. Proceeds of the loan are to provide financing for development of affordable housing for disabled, homeless, special needs and/or very low-income households. Term of loan is 30 years.....	150,000
6% mortgage note payable to North East Realty Investments I, LLC., in the original amount of $1,103,000, dated November 4, 2010, secured by real estate. Proceeds of the loan are to provide financing for purchase of certain property in Providence, RI. Under loan forbearance agreement dated December 21, 2011, interest only payments of 3% or $2,727 are due monthly	

(CONTINUED)

from November 1, 2011 through October 31, 2012; and monthly interest only payments of 4% or $3,635 are due from November 1, 2012 through October 31, 2013. Effective November 1, 2013, principal and interest payments of $6,613 due monthly, with a final balloon payment due November 1, 2017.....	1,090,615

(CONTINUED)

9. LONG-TERM DEBT (Continued)

Hope Renewed Realty Corp. (Continued)

6% loan payable to bank, in the original amount of $750,000, dated September 29, 2005, secured by real estate. The original loan amount was reduced to $181,800 under the fourth loan extension and modification agreement dated March 26, 2010. WEHDC is the co-borrower on this loan. Principal and interest payments of $1,180.62 are due monthly, with a final balloon payment due on March 29, 2013.....	176,106
Westfield Solar, Inc.	
6% loan payable to NeighborWorks Capital Corporation, with a maximum commitment of $170,167, dated November 30, 2010, guaranteed by WEHDC. Principal payment of $69,400, plus accrued interest was due November 2011. Commencing on November 30, 2012, principal and interest payments of approximately $10,800 are due annually (based on 14-year amortization), with a balloon payment due on November 30, 2017.....	100,767
Westfield Commons, L.P.	
3.9% mortgage note payable to Rockland Trust Company (AHP), in the original amount of $857,642, due in monthly installments of principal and interest of $4,072, through April 2031. The note is guaranteed by WEHDC.....	847,663
3.02% mortgage note payable to Rockland Trust Company (NMTC}, in the original amount of $567,358, due in monthly installments of principal and interest totaling $2,709 through November 2017, with the balance due December 2017. The note is guaranteed by WEHDC	555,914
0% mortgage note payable to State of Rhode Island Housing Resource Commission (BHRI}, in the original amount of $550,000, due January 2040	550,000
4% mortgage note payable to Providence Economic Development Partnership, Inc. (PEDP), in the original amount of $250,000, due in monthly installments of principal and interest totaling $1,215 through April 2018, with a final balloon payment due in May 2018. The note is guaranteed by WEHDC.....	243,599
0% note payable to Providence Redevelopment Agency (Lead), in the original amount of $110,000, due on sale or transfer of the property	110,000
Iota/tong-term debt obligations.....	3,874,664
Less current portion.....	(51,521)
Net tong-term debt obligations	$ 3.823.143

(CONTINUED)

9. LONG-TERM DEBT (Continued)

Maturities of long-term debt for each of the years succeeding December 31, 2011 are as follows:

2012	$ 51,521
2013	223,511
2014	65,252
2015	67,144
2016	70,090
Thereafter	3,397,146
Totals	$3.874.664

Interest expense incurred and accrued on long-term debt totaled $144,606 for the year ended December 31, 2011.

10. UNEARNED REVENUE

At December 31, 2011 unearned revenue of $1,232,293 consisted of the following project advances:

a) $100,943 (of the $270,000 maximum award) received from Rhode Island Housing under the HOME Investment Partnership Program for the development of eleven rental units for low-income households located on Sprague Street in Providence, Rhode Island. The proceeds from this grant do not have to be repaid as long as the project is completed within 5 years and apartments are rented to qualifying low-income tenants for a period of 30 years. Management estimates that WEHDC may not comply with the terms of this agreement and as such these grant funds are being reported as unearned revenue at December 31, 2011.

b) $528,930 (of the $715,000 maximum award) received from Rhode Island Housing Resources Commission under the Building Homes AI Program for the development of affordable housing located on County Road in Barrington, Rhode Island. The proceeds from this grant do not have to be repaid as long as the homes are sold in accordance with the grant provisions. Management estimates that WEHDC may not comply with the terms of this agreement and as such these grant funds are being reported as unearned revenue at December 31, 2011.

c) $201,700 (of the $214,500 grant) received during 2011 from NeighborWorks America for the rehabilitation of Cromwell properties in Providence, Rhode Island. The proceeds from this grant do not have to be repaid as long as these funds are spent in accordance with the grant agreement. The $201,700 unspent portion of these grant proceeds is being reported as unearned revenue at December 31, 2011.

d) $400,720 grant received from Town of Barrington for land acquired for use of low-income housing development in Barrington, Rhode Island. The proceeds from this grant are deemed unearned at December 31, 2011 as the property has not yet been used for intended purpose.

11. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets of $123,633 at December 31, 2011 include donations of $23,633 restricted for use in the Faith Works Home Ownership Program and a donation pledge receivable of $100,000 restricted for use during fiscal 2012.

(CONTINUED)

12. PERMANENTLY RESTRICTED NET ASSETS

Neighborhood Reinvestment Corporation (NRC), d.b.a. NeighborWorks America (NWA) has provided Capital Grant Funds to WEHDC in the amount of $979,831 as of December 31, 2011. These grant funds are restricted for the purpose of providing capital to qualified individuals to be used as down payments on homes. The assistance is provided as a loan, which must be repaid, with interest, to WEHDC.

The Community Development Financial Institutions Fund, a wholly owned government corporation within the U.S. Department of Treasury, provided WEHDC with a $150,000 financial assistance grant to enhance the net worth of the agency. The grant is not required to be repaid as long as WEHDC complies with the various reporting requirements and other provisions detailed in the grant agreement.

13. PENSION PLAN

During 2003 WEHDC adopted a 401k pension plan for its employees. The plan contains provisions for discretionary employer contributions. Pension expense incurred for the year ended December 31, 2011 was $6,176.

14. CASH FLOWS

Cash paid for interest for the year ended December 31, 2011 was $144,606.

15. DONATED GOODS AND SERVICES

WEHDC receives donated services from a variety of unpaid volunteers assisting the Agency with administrative and program services. During the year ended December 31, 2011 the Agency reported in-kind contribution revenue and program service expense totaling $12,840. Management believes that these donated services were of a specialized nature and therefore they meet the reporting requirements in accordance with GAAP.

16. COMMITMENTS AND CONTINGENCIES

Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although WEHDC expects such amounts, if any, to be immaterial.

On April 1, 2005 WEHDC entered into a Guaranty Agreement with Sovereign Bank and Westfield Development Associates, L.P (the partnership). In accordance with the terms of the agreement, WEHDC guarantees the completion of the Rau Fastener construction project in the event that the project costs exceed the available loan proceeds and other partnership funds. In addition, WEHDC guarantees to advance funds to the partnership to offset any operating cash deficits during the compliance period of the partnership agreement.

On May 1, 2002 WEHDC entered into a "Land Bank Agreement" with Rhode Island Housing and Mortgage Finance Corporation for certain real estate located in Providence, Rhode Island. Under the terms of the agreement, WEHDC may acquire the property for a purchase price of $290,085. As of the date of these financial statements the agreement has not been executed and the provisions of the agreement remain available to the Agency.

(CONTINUED)

16. COMMITMENTS AND CONTINGENCIES (Continued)

On May 17, 2004, WEHDC entered into an agreement as guarantor on a $500,000 loan issued to Westfield Development Associates, LP (a related party) by the Rhode Island Economic Development Corporation. The loan is for a term of 15 years and bears an interest rate of 4%. Payments of interest only are due through March 2012. Thereafter, the note is due in monthly installments of principal and interest totaling $2,221 through June 2019. The loan is secured by a third mortgage lien on real estate located at Westfield, Dexter and Sprague Streets. The purpose of the loan is for site remediation of the Rau Complex. The loan balance outstanding at December 31, 2011 was $444,077.

On August 24, 2006, WEHDC entered into an agreement as an unconditional guarantor on a $3,573,576 construction loan issued to Westfield Development Associates, L.P. The note, bearing interest at 7%, is due in monthly installments of principal and interest totaling $17,455 through February 2022, with a balloon payment of $1,983,796 due in March 2022. At December 31, 2011 the balance of the loan outstanding and guaranteed by WEHDC was $2,507,073.

On March 17, 2005, WEHDC entered into an Operating Deficit Guaranty related to the agreement noted in the preceding paragraph. The terms of this agreement require WEHDC to fully pay any amounts needed by Westfield Development Associates, L.P. to fund any operating deficits to ensure compliance with all loan covenants and full payment of all debt obligations. The agreement also requires WEHDC to maintain a tangible net worth of $1.25 million and a liquid net worth of $540,000.

During fiscal year 2007, WEHDC received funding under the Neighborhood Opportunities Program (NOP). The purpose of the NOP Program is to increase the supply of decent, safe, sanitary, and affordable rental housing for very low, low and moderate-income families and individuals and revitalize local neighborhoods. WEHDC received capital grant funding in the amount of $150,000 from the NOP Program for the acquisition and rehabilitation of HRRC's three-family housing units located on 503-505 Elmwood Avenue in Providence, Rhode Island. The proceeds from this grant do not have to be repaid as long as the apartments are rented to qualifying low-income tenants for a period of 30 years. The contract stipulates that for each year after year ten, the Corporation's repayment amount will be reduced by 5% per year in which the units have been used for the Program. At December 31, 2011, the balance of this potential liability is $150,000. Management intends to comply with the use restrictions and accordingly, no liability has been recorded in the consolidated statement of financial position at December 31, 2011.

During 2008 and 2011, HRRC received funding under the Lead Hazard Reduction Program. The purpose of this Program is to finance specific repairs or improvements to the dwelling located at 503-505 Elmwood Avenue and 5-7 Wendell Street in Providence, Rhode Island. The Corporation received an amount of $22,500 and $30,000, respectively, from the Lead Hazard Reduction Program for the repairs, improvements and inspections of the rental units located in Providence, Rhode Island. The proceeds from this grant do not have to be repaid and are forgivable over time as long as the apartments are rented to qualifying low-income tenants. Management intends to comply with the use restrictions and accordingly, no liability has been recorded in the consolidated statement of financial position at December 31, 2011.

HRRC receives funding under the HOME Investment Partnership Program, sponsored by Rhode Island Housing and Mortgage Finance Corporation. The purpose of the HOME Program is to expand the supply of decent, safe, sanitary, and affordable rental housing and homeownership through acquisition, rehabilitation, and new construction of housing through tenant-based rental assistance using a combination of funds from public and private sources. As of December 31, 2011, HRRC received a total amount of approximately $534,629 from the HOME Program for the development of various rental units in Providence, Rhode Island. The proceeds from this grant do not have to be repaid as long as the project is completed within 5 years and apartments are rented to qualifying low-income tenants for a period of 30 years. Management intends to comply with the terms of the agreement and accordingly, no liability has been recorded in the consolidated statement of financial position at December 31, 2011.

(CONTINUED)

16. COMMITMENTS AND CONTINGENCIES (Continued)

In December 2010 WEHDC received subsidy funding from Rockland Trust Company under the Affordable Housing Program (AHP) of Federal Home Loan Bank of Boston (FHLB Boston). The proceeds from the AHP Program are to be used for acquisition, financing, constructions and rehabilitation of property located on Dexter Street in Providence, Rhode Island. As of December 31, 2011 WEHDC received subsidy funding in the amount of $400,000. The proceeds from this grant do not have to be repaid as long as the apartments are rented to qualifying low-income tenants for a period of 15 years. Management intends to comply with the use restrictions and accordingly, no liability has been recorded in the consolidated statement of financial position at December 31, 2011.

During fiscal year 2011, WEHDC received funding under the Neighborhood Stabilization Program (NSP) agreement dated February 4, 2010. The purpose of the NSP program is to provide affordable rental housing for very low, low and moderate-income families and individuals. WEHDC received capital grant funding in the amount of $132,933 from the NSP Program for the rehabilitation of HRRC's three-unit housing located on 5-7 Wendell Street, in Providence, Rhode Island. The proceeds from this grant do not have to be repaid as long as the apartments are rented to qualifying low-income tenants for a period of 15 years (from the date of initial occupancy, which was in 2011). At December 31, 2011, the balance of this contingent liability is $132,933. Management intends to comply with the use restrictions and accordingly, no liability has been recorded in the consolidated statement of financial position at December 31, 2011. On November 2, 2010 WEHDC entered into an assignment and assumption agreement with Hope Renewed Realty Corporation (HRRC). As such the activity related to this agreement is reported by HRRC.

On October 27, 2010 HRRC entered into a property management agreement with Ferland Corporation d/b/a Ferland Property Management for property located at 16-18 Cromwell, 17-19 Cromwell, 21-27 Cromwell Street, and 155-163 Elmwood Avenue, Providence, RI. The agreement commencing on December 1, 2010 is for a term of 2 years, with an automatic annual renewal, until terminated. Under the terms of this agreement, HRRC will pay Ferland Property Management a management fee equal to 6% of total monthly gross receipts from these properties.

On December 21, 2010, WEHDC entered into a lease agreement with Westfield Commons Master Tenant, LLC (a related party) for property located at 218 Dexter Street in Providence, RI. The lease commences on January 1, 2011 and is for a term of 10 years, with an option to extend for additional 5-years.

Future minimum lease payments under this agreement are as follows:

Year ending December 31:	**If WFC LP is the property owner**	**WFC LP is not the property owner**
2012	$ 88,720	$ 53,040
2013	90,480	54,080
2014	92,320	55,160
2015	94,160	56,280
2016	96,040	57,400
2017	97,960	58,560
2018	99,920	59,000
2019	101,920	59,600
2020	103,960	60.000
Total	$865.480	$ 513.120

(CONTINUED)

17. RELATED PARTY TRANSACTIONS

Mortgages receivable include the following which are due from related parties at December 31, 2011:

4.52% note receivable from Westfield Development Associates, L.P., dated March 31, 2005 and amended October 31, 2007, principal and interest to be paid in full in March 2035, secured by 7th mortgage position on real estate. This mortgage is the result of project development fees owed to WEHDC	$ 950,000
4.52% note receivable from Westfield Development Associates, L.P., dated March 31, 2005 and amended October 31, 2007, principal and interest to be paid in full in March 2035, secured by 8th mortgage position on real estate.....	619,750
0% note receivable from Westfield Development Associates, L.P., dated February 17, 2005, principal and interest to be paid in full in March 2035, secured by 9th mortgage position on real estate.....	313,000
6% mortgage receivable from a member of WEHDC's Board of Directors, dated November 2007, principal and interest payments of $145 due monthly through maturity in November 2012.....	1,655
Total mortgages receivable (related parties)	1,884,405
Less: allowance provision at December 31, 2011	(950,000)
Net mortgages receivable (related parties).....	$ 934.405

Accrued interest relating to these mortgages is $368,132 at December 31, 2011, the entire balance of which is offset by the related allowance provision.

During the fiscal year ended December 31, 2010 WEHDC recognized developer fee revenue of $704,892 for the development of a residential and commercial facility owned by WCLP, located on Dexter Street in Providence, AI. At December 31, 2011 $590,774 of this developer fee remained outstanding. In 2010 Westfield Commons Master Tenant, LLC assumed the developer fee liability for WCLP in exchange for Partnership capital contribution.

SUPPLEMENTAL SCHEDULES

WEST ELMWOOD HOUSING DEVELOPMENT COBPOBAT/ON AND BELATED ENDUES

CONSOL/DAT/NG STATEMENT OF FINANCIAL POSIT/ON
DECEMBER 31,2011

	West Elmwood Housing Development	SH Development Corporation	Hollis Development Corporation	RAU Development Corporation	WENHC, Inc.	Westfield Solar, Inc.	Westfield Commons, GP & Related Party	Hope Renewed Realty Corp.	Eliminations	Consolidating Total
Current assets:										
Cash and cash equivalents	$ 591,480				$ 257,913	$ 46	$ 16,404	$ 269,618		$ 1,135,461
Grants and other receivables, net	221,697							13,977		235,674
Pledge receivable	100,000									100,000
Investments	49,845									49,845
Inventory of real estate	2,475,185							200,488		2,675,673
Other assets	1,094									1,094
Prepaid expenses	6,761							1'111		7,872
Mortgages receivable, net					118,498					118,498
Total current assets	3,446,062	$	$	$	376,411	46	16,404	485,194	$	4,324,117
Property and equipment, net	58,104				1,298	175,048	4,886,324	2,426,176		7,546,950
Other assets:										
Investments in and advances to related parties	719,735	(646)	7,520	(117,656)	59,878		34,313	1,149,965	(1,881,216)	(28,107)
Mortgages receivable, net	1,332,750				1,177,795				(477,984)	2,032,561
Cash held in escrow and deposits							119,430	790		120,220
Financing and deferred costs, net						6,277	82,248			88,525
Development fee receivable - related party	590,774									590,774
Total other assets	2,643,259	(646)	7,520	(117,656)	1,237,673	6,277	235,991	1'150,755	(2,359,200)	2,803,973
TOTAL ASSETS	$ 6,147,425	$ (646)	$ 7,520	$ (117,656)	$ 1,615,382	$ 181,371	$ 5,138,719	$ 4,062,125	$ (2,359,200)	$ 14,675,040

(Continued)

WEST ELMWOOD HOU5/NG DEYELOPMENTCOBPOBAVON ANO BELATED ENDUE$

CONSOLIDATING STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2011

	West Elmwood Housing Development	SH Development Corporation	Hollis Development Corporation	RAU Development Corporation	WENHC, Inc.	Westfield Solar, Inc.	Westfield Commons, GP & Related Party	Hope Renewed Realty Corp.	Eliminations	Consolidating Total
LIAB(LIT/ES ANQ NET ASSETS										
Current liabllltles:										
Notes payable	$ 988,858									$ 988.858
Accounts payable and accrued liabilities	446,577	$ 500		$ 500	$ 7,306	$ 860	$ 2,992	$ 81,971		540,706
Customer deposits and escrows	2,260				24,856			18,054		45,170
Due to related parties	67,516	3,850		3,115		402	89,811	647,040	$ (739,000)	72,734
Mortgages payable-related party, net								77,984	(77,984)	
Current portion of long-term debt						10,800	37,000	3,721		51,521
Total current liabilities	1,505,211	4,350	$	3,615	32,162	12,062	129,803	828,770	(816,984)	1,698,989
Long-term liabilities:										
Unearned revenue	1,232,293									1,232,293
Long-term debt	50,000					89,967	2,670,176	1,413,000	(400,000)	3,823,143
Total tong-term /labilities	1,282,293					89,967	2,670,176	1,413,000	(400,000)	5,055,436
TOTAL LIABILITIES	2,787,504	4,350		3,615	32,162	102,029	2,799,979	2,241,770	(1,216,984)	6,754,425
Net assets, equity and non-controlling Interest:										
Unrestricted, undesignated	1,754,325				1,583,220			1,820,355		5,157,900
Unrestricted, board designated for capital outlays	352,132									352,132
Temporarily restricted	123,633									123,633
Permanently restricted	1,129,831									1'129,831
Stockholders' equity		(4,996)	7,520	(121,271)		79,342	48,233		(8,828)	
Non-controlling interest							2,290,507		(1,133,388)	1,157,119
Total net assets, equity and non-controlling Interest	3,359,921	(4,996)	7,520	(121,271)	1,583,220	79,342	2,338,740	1,820,355	(1,142,216)	7,920,615
TOTAL LIABILITIES, NET ASSETS, EQUITY AND NON-CONTROLLING INTEREST	$ 6,147,425	$ (646)	$ 7,520	$ (117,656)	$ 1,615,382	$ 181,371	$ 5,138,719	$ 4,062,125	$ (2,359,200)	$ 14,675,040

(Concluded)

WEST ELMWOOD HOUSING DEyEI.QPMENT CORPQRAT/ON
ANO BELATED ENTITIES

CONSOUDATING STATEMENT OF ACTIVITIES
YEAR ENDED DECEMBER 31,2011

	West Elmwood Housing Development	SH Development Corporation	Hollis Development Corporation	RAU Development Corporation	WENHC, Inc.	Westfield Solar, Inc.	Westfield Commons, GP & Related Party	Hope Renewed Realty Corp.	Eliminations	Consolidating Total
Changes In unrestricted net assets:										
Public support and revenue:										
Grant support	$ 1,180,334				$ 194,285	$ 77,764		$ 210,535	$ (94,285)	$ 1,568,633
Contributions	176,764				1,427,564			4,463	(1,427,564)	181,227
Developer fees	6,454									6,454
Other revenue	7,765							3,606		11,371
Fees for service	767,009				804,008					1,571,017
In-kind services	12,840									12,840
Rental income										414,890
Sale of property	682,000						$ 152,846	262,044		682,000
Gain on sale of investment								956,818		956,818
Interest and investment income (loss)	(294,496)	$ (21)	$ (10)	$ (83,840)	§13,936		196	(2,883)	253,206	(58,912)
Total unrestricted public support and revenue	2,538,670	(21)	(10)	(83,840)	2,494,793	77,764	153,042	1,434,583	(1,268,643)	5,346,338
Net assets released from restrictions;										
Authorized release from restriction	10,000									10,000
Total unrestricted public support, revenue and other	2,548,670	(21)	(10)	(83,840)	2,494,793	77,764	153,042	1,434,583	(1,268,643)	5,356,338
Expenses:										
Program services:										
Home ownership preservation & promotion	1,676,212				120,792				(1,521,849)	275,155
Asset management	72,693									72,693
Lead remediation	739,834				790,685					1,530,519
Real estate development	1,551,458							485,221		2,036,679
Community building and organization	188,491									188,491
Support services:										
Management, general and other	109,717	500	500	500		96,611	386,297	213		594,338
Total expenses	4,338,405	500	500	500	911,477	96,611	386,297	485,434	(1,521,849!	4,697,875
Increase (decrease) In unrestricted net assets from operations	(1,789,735)	(521)	(510)	(84,340)	1,58 3,316	(18,84Z)	(?33,255)	949,149	253,206	658,463
Non-operating revenue:										
Add back investment loss representing non-controlling interest							86,595		(2,328!	84,267
Total non-operating revenue							86,595		(2,328)	84,267
	(1,789,735)	(521)	(510)	(84,340)	1,583,316	(18,847)	(146,660)			
Increase (decrease) In unrestricted net assets								949,149	250,878	742,730
Changes In temporarily restricted net assets:										
Contribution lor next year	100,000									100,000
Authorized release from restriction	(10,000)									(10,000)
Increese In temporarily restricted net assets	90,000									90,000
Increase (decrease) In net assets	$ {1,699,735)	$ (521)	. (510)	$ (84,340)	$ 1,583,316	$ (18,847)	$ (146,660)	$ 949,149	$ 250,878	$ 832,730

WEST ELMWOOD HOUSING DEVELOPMENT CORPORATION AND RELATED ENTITIES

CONSOLIDATING STATEMENT OF CHANGES IN NET ASSETS
YEAR ENDED DECEMBER 31, 2011

	West Elmwood Housing Development	SH Development Corporation	Hollis Development Corporation	RAU Development Corporation	WENHC, Inc.	Westfield Solar, Inc.	Westfield Commons, GP & Related Party	Hope Renewed Realty Corp.	Eliminations	Consolidating Total
UNRESTRICTED NET ASSETS:										
Balance at beginning of year	$ 3,896,192				$ (96)			$ 871,206		$ 4,767,302
Increase (decrease) in net assets for the year ended December 31, 2011	(1,789,735)				1,583,316			949,149		742,730
Balance at end of year	$ 2.106,457	$	$	$	$ 1,583,220	$	$	$ 1,820,355	$	$ 5,510,032
TEMPORARILY RESTRICTED NET ASSETS:										
Balance at beginning of year	$ 33,633									$ 33,633
Increase in net assets for the year ended December 31, 2011	90,000									90,000
Balance at end of year	$ 123,633	$	$	$	$	$	$	$	$	$ 123,633
PERMANENTLY RESTRICTED NET ASSETS:										
Balance at beginning of year	$ 1,129,831									$ 1,129,831
Increase (decrease) in net assets for the year ended December 31, 2011										
Balance at end of year	$ 1,129,831	$	$	$	$	$	$	$	$	$ 1,129,831
EQUITY:										
Balance at beginning of year		$ (4,475)	$ 8,030	$ (36,931)	$	$ 98,189	$ 1,448,103		$ (489,004)	$ 1,023,912
Net income (loss) for the year ended December 31, 2011		(521)	(510)	(84,340)		(18,847)	(146,660)		250,878	
Syndication costs							(56,000)		50,400	(5,600)
Capital contributions							1,179,892		(956,818)	223,074
Non-controlling interest							(86,595)		2,328	(84,267)
Balance at end of year	$	$ (4,996)	$ 7,520	$ (121,271)	$	$ 79,342	$ 2,338,740	$	$(1,1j2,2"@I	$ 1,157,119

WEST ELMWOOD HOU$(NG DEVELOPMENT CORPORATION
AND BELATED ENTfUES

CONSOLIDATING STATEMENT OF CASH FLOWS
YEAR ENDED DECEMBER 31,2011

	West Elmwood Housing Development	SH Development Corporation	Hollis Development Corporation	RAU Development Corporation	WENHC, Inc.	Westfield Solar, Inc.	Westfield Commons, GP & Related Party	Hope Renewed Realty Corporation	Eliminations	Consolidating Total
Cash flows from operating activities:										
Change in net assets	$ (1,699,735)	$ (521)	$ (510)	$ (84,340)	$ 1,583,316	$ (18,847)	$ (146,660)	$ 949,149	$ 250,878	$ 832,730
Change in net assets attributable to non-controlling interest							(86,595)		2,328	(84,267)
Adjustments to reconcile changes in net assets to net cash provided by operating activities:										
Depreciation and amortization	12,914				292	85,213	266,992	72,269		437,680
Non-cash contribution	1,427,564				(1,427,564)					
Write-off of doubtful receivables								32,760		32,760
Realized/unrealized gain on sale of investments	(4,455)									(4.455)
Investment loss in partnership recorded under equity method	83,871	21	10	83,840					(83,871)	83,871
(Increase) decrease in:										
Grants and other receivables	(26,349)					44,513		(41,188)	(44,513)	(67,537)
Pledge receivable	(100,000)									(100,000)
Inventory of real estate	(997,601)							(21,720)		(1,019,321)
Prepaid expenses	16,806						2,205	(44)		18,967
Mortgages receivable	(139,425)				131,271					(8,154)
Cash held in escrow and deposits								(295)		(295)
Increase (decrease) in:										
Accounts payable and accrued liabilities	(331,894)	500			2,418	360	1,964	(18,321)		(344,973)
Customer deposits and escrows	(11,128)				24,856			1,775		15,503
Uneamed revenue	550,726				(89,285)					461,441
Due to related parties	10,063			500		53	(214,354)	251,998	(48,260)	
Net cash provided (used) by operating activities	(1,208.643)		(500)		225,304	111,292	(176,448)	1,226,383	76,562	253,950
Cash flows from Investing activities:										
Decrease (increase) in cash held in escrow							(107.430)			(107,430)
Net decrease (increase) in investments in and advances to related parties	81,183		500		(55,076)		(34,313)	(853,111)	829,856	(30,961)
Proceeds from sale of investments	226,354									226,354
Purchase of property and equipment	(3,500)				(1,590)	(203,728)	(877.654)	(109,975)		(1,196,447)
Net cash provided (used) by Investing activities	304,037		500		(56,666)	(203,728)	(1,019,397)	(963,086)	829,856	(1,108,484)
Cash flows from financing activities:										
Net change in note payable	988,858									988,858
Proceeds from long-term debt							967,642			967,642
Repayment of long-term debt	(70,112)					(69,400)	(883,919)	(13,526)		(1,036,957)
Capital contributions							1,179,892		(956,818)	223,074
Syndication costs							(56,000)		50.400	(5,600)
Net cash provided (used) by financing activities	918,746					(69,400)	1,207,615	(13,526)	(906,418)	1,137,017
Net Increase (decrease) In cash and cash equivalents										
Cash and cash equivalents at beginning of year	14,140				168,638	(161,836)	11,770	249,771		282,483
Cash and cash equivalents at end of year	577,340				89,275	161,882	4,634	19,847		852,978
	$ 591,480	$	$	$	$ 257,913	$ 46	$ 16,404	$ 269.618	$	$ 1,135,461

STATEMENT OF ACT/VInES BY PROGRAM
YEAR ENDED DECEMBER 31, 2011

	PROGRAM			
	Home Ownership Preservation & Promotion	Asset Management	Lead Remediation	Real Estate DeveloQment
Changes in unrestricted net assets:				
Support and revenue:				
Grant revenue	$ 244,840	$ 15,614		$ 730,247
Contributions		45,233		50,138
Developer fees				6,454
Other revenue				5,200
Fees for service / contracted services	22,148		$ 744,861	
In-kind services				
Sale of property				682,000
Interest and investment income (loss)		(299,718)		
Total unrestricted support and revenue:	266,988		744,861	1,474,039
Net assets released from restrictions:				
Authorized release from restriction	10,000			
Total unrestricted support, revenue and other	276,988	(238,871)	744,861	1,474,039
Expenses:				
Salaries, fringe benefits and related expenses	101,266	12,309	373,946	108,140
Consultants and professional services	5,738	34,489	66,065	34,079
Office	3,767		10,105	580
Materials and subcontractors			222,099	
Insurance	337	1,763	1,279	993
Stipend, relocation			3,900	
Education and training	1,887		30	2,379
Vehicles and travel	63		22,930	140
Dues, membership, licenses	963	207	1,540	68
Public relations	1,316	62	668	74
Repairs and maintenance	283	3,599	1,092	113
Program costs	4,169		100	15
Computer maintenance	1,452		4,341	552
Telephone	912		8,716	365
Grants to subrecipients	18,900			
Rent	10,357		12,789	4,143
Utilities	528	3,531	1,898	1,646
Moving expenses	2,280		8,206	912
Miscellaneous	145	131	130	45
Corporate taxes				
Depreciation		3,802		251
Bad debt expense				
Contribution to related party	1,427,564			
Pass thru	94,285	12,800		
Housing development costs and market adjustment				1,396,963
Total expenses	1,676,212	72,693	739,834	1,551,458
Increase (decrease) in unrestricted net assets	(1,399,224)	(311,564)	5,027	(77,419)
Changes in temporarily restricted net assets:				
Contribution for next year				
Authorized release from restriction				
Increase (decrease) In temporarily restricted net assets				
Increase (decrease) In net assets	$ 11,409,224)	$ (311,564!	$ 5,027	$ (77,419)

(Continued)

STATEMENT OF ACTIVITIES BY PROGRAM
YEAR ENDED DECEMBER 31, 2011

	PROGRAM			
	Community Building and Organization	Total Program Service	Management and General	Total
Changes In unrestricted net assets:				
Support and revenue:				
Grant revenue	$ 164,197	$ 1,154,898	$ 25,436	$ 1,180,334
Contributions	4,399	99,770	76,994	176,764
Developer fees		6,454		6,454
Other revenue		5,200	2,565	7,765
Fees for service / contracted services		767,009		767,009
In-kind services	12,840	12,840		12,840
Sale of property		682,000		682,000
Interest and investment income (loss)		(299,718)	5,222	(294,496)
Total unrestricted support and revenue:	181,436	2,428,453	110,217	2,538,670
Net assets released from restrictions:				
Authorized release from restriction		10,000		10,000
Total unrestricted support, revenue and other	181,436	2,438,453	110,217	2,548,670
Expenses:				
Salaries, fringe benefits and related expenses	42,970	638,631	29,166	667,797
Consultants and professional services	71,451	211,822	24,992	236,814
Office	1,995	16,447	3,095	19,542
Materials and subcontractors		222,099		222,099
Insurance	502	4,874	184	5,058
Stipend, relocation		3,900		3,900
Education and training	1,833	6,129	2,134	8,263
Vehicles and travel	195	23,328	366	23,694
Dues, membership, licenses	238	3,016	1,124	4,140
Public relations	484	2,604	2,752	5,356
Repairs and maintenance	396	5,483	407	5,890
Program costs	42,478	46,762		46,762
Computer maintenance	2,180	8,525	5,788	14,313
Telephone	2,381	12,374	2,662	15,036
Grants to subrecipients		18,900		18,900
Rent	14,500	41,789	10,357	52,146
Utilities	738	8,341	682	9,023
Moving expenses	3,986	15,384	13,582	28,966
Miscellaneous	2,164	2,615	2,540	5,155
Corporate taxes			1,025	1,025
Depreciation		4,053	8,861	12,914
Bad debt expense				
Contribution to related party		1,427,564		1,427,564
Pass thru		107,085		107,085
Housing development costs and market adjustment		1,396,963		1,396,963
Total expenses	188,491	4,228,688	109,717	4,338,405
Increase {decrease) in unrestricted net assets	(7,055)	(1,790,235)	500	(1,789,735)
Changes in temporarily restricted net assets:				
Contribution for next year			100,000	100,000
Authorized release from restriction		(10,000)		(10,000)
Increase (decrease) In temporarily restricted net assets		(10,000)	100,000	90,000
Increase {decrease) In net assets	$ (7,055)	$ p,800,235)	$ 100,500	$ (1,699,7351

(Concluded)

WEST ELMWQOD HOUSING DEVELOPMENT CORPORATION

SCHEDULE OF NEIGHBORHOOD REINVESTMENT CORPORATION
CAPITAL GRANT FUNDS
DECEMBER 31,2011

ASSETS

Statement of financial position:		
Cash and cash equivalents	$	80,871
Invested in property development		575,155
Mortgage receivables		323,805
Total assets	$	979,831

LIABILITIES ANQ NET ASSETS

Liabilities	$	
Permanently restricted net assets		979,831
Total liabilities and net assets	$	979,831

Statement of changes in net assets:		
Permanently restricted net assets, January 1, 2011	$	979,831
Add: Grants received from Neighborhood Reinvestment Corporation		
NRC Permanently restricted net assets at December 31, 2011	$	979,831

Cash and cash equivalents of NRC Funding represents amounts held in Money Market accounts.

Appendix I

Letters of Support

WEST ELMWOOD
HOUSING DEVELOPMENT CORPORATION
224 Dexter Street • Providence, RI 02907
401/453-3220 Fax: 401/453-3222
website: www.wehdc.com • email: contact@westelmwood.org

Deborah A. Gist
Commissioner of Education
RI Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

This letter is to affirm our support of the Engineering Early College Academy charter school and accompanying application.

West Elmwood Housing Development Corporation (WEHDC), an independent 501c3 tax exempt nonprofit corporation in the state of RI, agrees to serve as fiscal agent for the school until it obtains its own 501c3 and incorporation.

We support this proposal because of the mission match between WEHDC and the school. The mission of West Elmwood Housing Development Corporation is to promote the development of healthy, sustainable communities, and we fulfill this mission in part by investing in the diverse people who live in, work in and support the community we serve. The West End, where we focus our work, is a low-income community and low-income people face enormous challenges to obtaining a college education, a critical opportunity for their futures. For every 100 low-income students who start high school, only 65 will get a high school diploma and only 45 will enroll in college. Only 11 will complete a postsecondary degree. The academy will prepare our young people with a "we go to college" mindset.

As to our capacity to serve as a fiscal agent, WEHDC has the necessary experience. We have leveraged over $73 million in bricks-and-mortar funding alone in the West End in the past 20 years. Each year we are subject to an OMB A-133 Single Audit for nonprofits handling over $500,000 in federal funds, which entails the strictest possible standards for accounting and separation of funds.

WEHDC has achieved numerous important designations such as HUD Certified Counseling Agency, nationally certified Home Ownership Center and Full Cycle Lender, and US Treasury certified Community Development Financial Institution. To date we have served over 4,500 people, and 536 have achieved homeownership. Even in a bad economy, in the last 2 years, more than 40 new first time homebuyers progressed through the Home Ownership Center. We have counseled over 1,400 households at risk of foreclosure, and for this work, we received citations from the governor of RI. We have provided 139 loans for home purchases, refinances and repairs totaling over $4.7 million. We are the only CDFI in our state that makes residential loans.

If you have any questions about this letter or WEHDC, please contact me at 401-453-3220.

Sincerely,

Sharon Conard-Wells

Sharon Conard-Wells
Executive Director

THE
UNIVERSITY
OF RHODE ISLAND
COLLEGE OF
ENGINEERING

THINK BIG WE DO

OFFICE OF THE DEAN
1 Lippitt Road, 102 Bliss Hall, Kingston, RI 02881 USA p: 401.874.2186 f: 401.782.1066 egr.uri.edu

November 28, 2012

Deborah A. Gist
Commissioner of Education
RI Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

On behalf of the College of Engineering, I am pleased to offer this letter of support for The Engineering Early College Academy. The Providence Public School Department has a long-standing, valuable partnership with the URI College of Engineering, where we work together to provide our students with exciting opportunities to deepen their understanding of science, technology, engineering and math (STEM) careers.

This Charter School, with its focus on recruiting motivated high school students and providing them with applied understanding of engineering concepts and curriculum, has great potential to provide students with not only a deeper understanding of the material, but also exposure to higher education and career opportunities in engineering. The Engineering Early College Academy will also be working with our College of Engineering Minority Student Recruitment and Retention Coordinator to provide your students with other exciting opportunity and to provide support so that they can feel connected and successful.

By preparing urban learners of all backgrounds and abilities to excel in all subjects, especially in engineering, we can ensure that a summer field experience is interwoven with school-year classroom learning. Students will have the opportunity to expand upon the research skills and lab techniques they have learned and integrate them into their everyday academic experiences. I wish you luck in pursuing the proposed Charter School and look forward to our continued work with The Providence Public School Department.

Sincerely,

Raymond M. Wright

Raymond M. Wright, Dean
University of Rhode Island
College of Engineering

Appendix J

Building Information

William Raveis Real Estate **Jim Conway** - (401) 447-6062

Special Purpose Property For Lease

Urban League Property

Find Out More

202-250 Prarie Avenue, Providence, RI 02905

Total Space Available:	**39,000 SF**
Rental Rate:	**$12Â /SF/Year**
Min. Divisible:	1,000 SF
Max. Contiguous:	39,000 SF
Property Type:	Special Purpose
Property Sub-type:	Special Purpose (Other)
Building Size:	39,000 SF
Year Built:	1900
Lot Size:	4.64 AC
Zoning Description:	R3

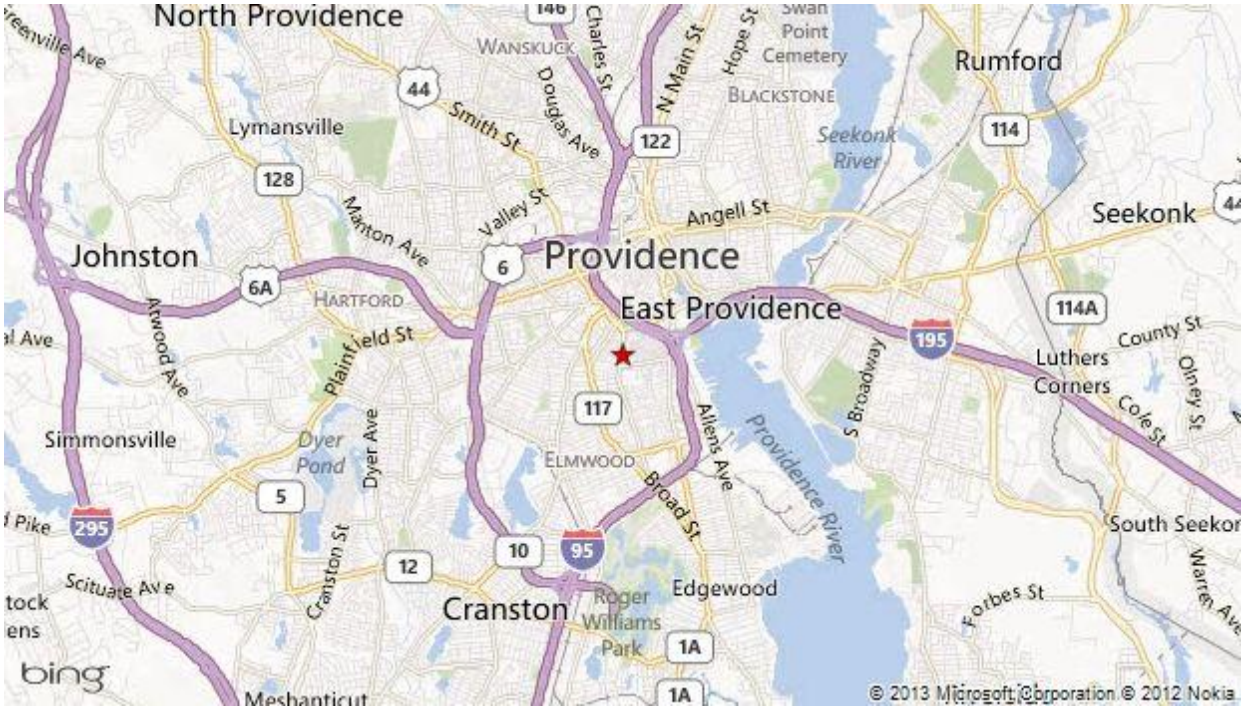
Last Verified 8/5/2012

Listing ID 17777769

1 Space Available

Space 1	Â Space Available:	**39,000 SF**	Â
	Â Rental Rate:	**$12Â /SF/Year**	Â
	Â Space Type:	Special Purpose (Other)	Â
Â	Â Min. Divisible:	1,000 SF	Â
	Â Max. Contiguous:	20,000 SF	Â
	Â Lease Type:	Modified Gross	Â
	Â Date Available:	Aug 2012	Â

Map of 202-250 Prarie Avenue, Providence, RI 02905 (Providence County)



Find out more about [202-250 Prarie Avenue, Providence]

Highlights

- Former School With Unlimited Potential Uses
- Just Minutes to Rt's 95 & 195
- Plenty of Parking
- Large Fenced Areas
- Ideal for Many Neighborhood Business Opportunities

Description

Multiple use space with unlimited possibilities. Former school. Former Daycare. Could be used for professional office or retail. Multiple lease options for small office or larger space.

Call to schedule a viewing and explore the possibilities.

Neighborhood location, yet just minutes to highway.

Additional Photos


EXIT


C S U
RESOURCE CENTER


Coca-Cola

Â

- Location: South Side of Providence
- it's NOT ok to contact this poster with services or other commercial interests

Posting ID: 3709676579

Posted: 2013-04-15, 12:27PM EDT

Gordon Avenue Business Incubator

17 Gordon Avenue, Providence, RI 02907

- Total Space Available:

  10,000 *SF*

- Rental Rate:

  $12 */SF/Year*

- Min. Divisible:

  500 *SF*

- Max. Contiguous:

  6,000 *SF*

- Property Type:

  Office

- Property Sub-type:

Office-R&D

- Building Size:

20,878 *SF*

- Building Class:

B

- Lot Size:

0.39 AC

Space 1

- Space Available:

10,000 *SF*

- Rental Rate:

$12 */SF/Year*

- Space Type:

Office-R&D

- Min. Divisible:

500 *SF*

- Max. Contiguous:

6,000 *SF*

- Lease Type:

Modified Gross

Description

Environmentally conscious green building features
" Located in an Enterprise Zone with business tax incentives available
" Very competitive lease rates
" Fully-finished office spaces of varying size

" Large open work areas with extensive natural lighting
" Security system and access to loading dock
" On-site business support services
" Conference room availability
" Secure on-site parking
" Convenient access to Interstates 95 and 195 and RIPTA bus service
" High-speed data/voice transmission system
" New HVAC systems, operable windows, and fully sprinklered
" Bicycle storage and shower facilities

Be a part of the South Providence Redevelopment. Minutes to Rt's 95 North & South and Rt.195. Ideal location for your new start up or existing business.

Map *of 17 Gordon Avenue, Providence, RI 02907 (Providence County)*

Hide Map